

PERSONAL

In a few years' time, when Maurice Keogh or someone else writes the history of Education under Keith Joseph, it will make the most extraordinary story. It is difficult to remember the days when the universities seemed impregnable, and schools chugged on, assaulted by critics on all sides, but not changing much, as one GCE/CSE season followed another. Now there hardly seems a week without drama: comedy or tragedy, according to your point of view.

One thing I cannot find tragic is the Manpower Services Commission's new responsibility for technical and vocational education, and among all the tears and temper it was greeted with, it was a nice change to read the moderate and generally welcoming leader in *The TES* of March 4. I believe that this is an imaginative and timely concept; but it must be only the first step.

I cannot forbear (at the risk of sounding like Harold Wilson) at this stage to remark that I have urged this measure many times. Since we are bound to acknowledge that children mature earlier than they did, or at any rate that they are not prepared to go on being children for as long as they used to, and since

for the most part schools (and not only comprehensive schools) have failed to make it worthwhile for their non-academic pupils to stay on until the end of the fifth year, it is logical and practical to allow those who want to leave at 14, as long as there is something for them to do when they go. My only criticism of the scheme is that, at present, it is likely to be numerically too limited.

I was not at all moved by the objections put forward in the *Panorama* programme a few weeks ago. Indeed, if someone had watched that programme without being familiar with the paranoid defensiveness of comprehensive heads, he would have taken it that the pictures, if not the words, celebrated a great triumph in educational progress. He would not have understood what all the fuss was about. He would not have understood the title of the programme, "Good Enough for Your Child?" (a question expecting the answer "no" if ever there was one); and he would most probably have come away with the pervasive image of young people freed from a burden, at last beginning to get ahead and enjoy themselves, secure in the certainty that they were not wasting their time.

Such young people can work hard and enjoy it, because they realize that the authority they are subject to is an authority derived from the kind of expertise to which they themselves aspire. The objection they have to the authority of teachers at school is that they do not understand whence that authority is supposed to spring. Anyone is entitled to wield authority if he is able to do something you cannot do, but would like to. If he can do something you would never in a thousand years want to do, like recite the principal parts of Greek verbs, or tell the difference between organic and inorganic chemistry,



Mary Warnock

Secondly, when they decide to leave, they must clearly realize that they are not making an irreversible choice. They must understand that they can, if they so wish, return to education later. This condition is even more important than the first. The opening of the new MSC opportunity should be the signal for a new voucher scheme... the provision of vouchers to be exchanged by those who wish for a chance of further or higher education, at any stage.

anyone who came along could be educated free, when he was above the compulsory school-leaving age. And having decided to leave the system early might always carry some risk. But those who wanted to return should be entitled to try to gain entrance to a university or polytechnic or college at any time, and this would undoubtedly entail those institutions devising an admission test that did not include A or even O level passes. Each institution indeed might have to have its own criteria for admission.

Early leavers should, moreover, be entitled, if they wished, to come back into the sixth form at school, either at 16 or later. They would have fewer academic qualifications than their peers, but they might be ready to forge ahead and acquire more formal learning than they would have tolerated when they left.

It is clear that leaving early did not deter you for ever from the chance of more education, then perhaps what *The TES* leader-writer found unthinkable might happen, namely that those who now "move smoothly through O and A level courses" might sometimes choose the vocational option. Nothing could be better for the country as a whole than that.

I say "a chance" advisedly. For I do not envisage a Utopia in which

feel that some sort of accommodation had to come. Then the municipalities began to cast their shadow and the private schools looked an ideal issue for the Right.

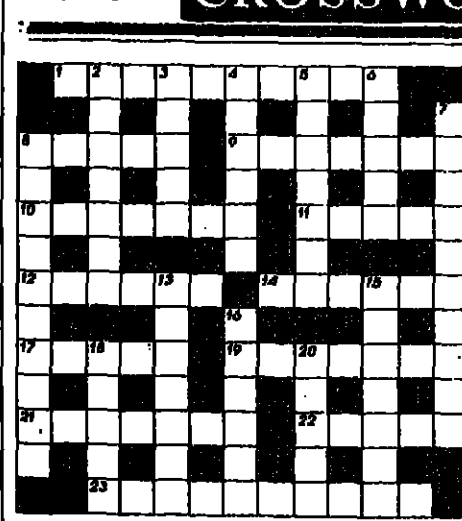
Faced with demonstrations throughout January, and a petition which collected a million signatures, Savary called for a truce until after the elections. Significantly, the Catholic authorities agreed. And though particular local cases may have fuelled the political fire, nationally the schools issue remained in the background. The French right-wing press, running headlines reminiscent of "Gothel" and "Up yours!" to attack weaknesses in the Left's record, found too much immigration and too little law and order much more sensational material than low profile educational negotiations.

What is striking about French educational failures is that they are the failures of every Western education system. Which one is not stymied by how to respond to economic crisis, unemployment, increasing racial tension, significant levels of failure, and lack of equal educational opportunity? Though Savary's language and expectations are different, many of his difficulties are the same as Sir Keith Joseph's and other European ministers.

Anne Corbett

by Rufus

No 93 CROSSWORD



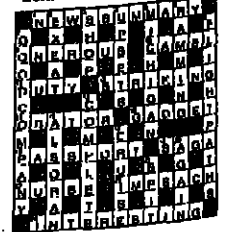
Across

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- 2 Quick turn round in public transport (5)
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- 11 Suggest I use to practice a trade, apparently (5)
- 12 Another employee - not new one (6-4)

Down

- 1 Person goes round a nuclear establishment (7)
- 2 Sold by the Free Press to be the same (5)
- 3 Brushed and fed (6)
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- 11 Five sail out in vessels (5)
- 12 Starter holds one in trust (5)

Solutions to Puzzle No 92



A nervous smile returns to the sphinx's face

Baillet is a small French town near the border with Belgium. Not much to write home about. Population 12,300. A history and architecture marked by the bad luck of being in the path of the armies of two world wars. Religion is a solace. Or, which may not be quite the same thing, the Catholic church and its schools, carry great weight in the town. More than 40 per cent of Baillet's school children get their education with the curé.

But here, despite the national controversy over religious schooling, a socialist mayor, teaching in a state school and a member of the most secularly-minded of the teacher unions, was swept back in the first round of the French municipal elections last week, with a much increased majority. It was a crushing defeat for a brimstone-breathing candidate from the Right, and a parable about the way the Left tackles one of its thorniest political problems.

When M Jean Delebel got in last time round in 1977, he promised he would not remove any of the privileges that the heavily-aided Catholic private sector was already enjoying. He did better. He openly treated the Catholic schools as part of the system - which, in effect, they already are. They benefited from many of the municipally-financed educational improvements during his term of office: a better school bus system, new equipment, improvements to old central heating.

He brought the Catholics in on public debates. "You should have heard what Jesuits and Dominicans were prepared to say about the Catholic Church; things I'd scarcely dare think!" he says.

But, he adds more seriously, he has been a socialist activist for 20 years, mayor of Baillet for six. "We didn't put up a flag of convenience for the municipal elections."

Is this the new realistic Socialist Left we are being told to expect once the municipalities are out of the way? And if so, how does M Alain Savary, the Minister of Education, fit into it?

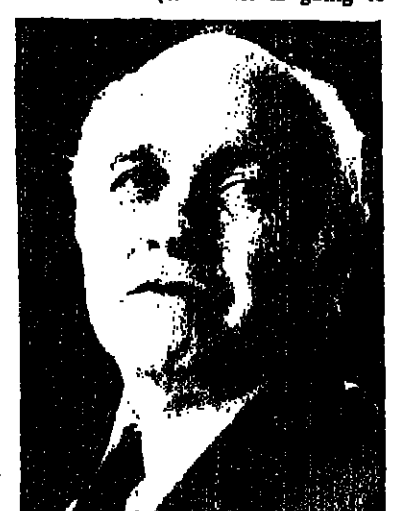
It is clear that these elections mark a natural turning point in gov-

ernment, almost two years after François Mitterrand's presidential victory and the legislative success of the Socialists and Communists combined. As this column went to press, change was in Paris's frenetic air. But Mitterrand's legendary likeness to the sphinx was holding up. "He's so frightened we'll see on his face what he is thinking that he doesn't even tell himself all that is on his mind," says one of his friends.

"The fact is the Government got a nasty shock in the first round, losing more key cities to the Right than it expected, and leaving the fate of nine of its ministers in the balance. The dramatic swing back to the Left in the second round, when there was an all-time record of participation (80 per cent voted compared with a British average of less than 40 per cent) was the evidence that the French did not want the Right to triumph either."

These results suggest some large question marks over policy. Education appears to be one of the areas where leading figures on the Left, in post-mortem mood, feel that change is most necessary.

M Savary is not particularly appreciated by the public, who think the opposition has had the best of the sloganeering on the private school issue (the Left is going to



Alain Savary - cleverer than he was painted?

PARIS DIARY



Private schools - the election issue that disappeared.

deny us a basic freedom/suppress a civil right, etc). He does not get top ratings from his colleagues, who believe he is in the grip of the unions, and he is not much loved by the education world either, who resent the lack of spectacular action and see some of his responsibilities, such as research and vocational training, being carried off by more headline-seeking ministers.

But *le fair play* oblige as the French themselves say: lack of trouble in three areas may be a more significant success than many of them are prepared to recognize. First, there is a bill on higher education to give universities greater autonomy, which will shortly be presented to parliament. It has more or less of a blessing from nearly all those concerned. The reaction is a marked contrast with the open warfare between the universities and ministers in Giscard d'Estaing's time.

Secondly, a comprehensive school reform has been launched which accepts, for the first time in France, that schools may have to start where the pupils are at, and teachers must use their initiative rather than wait for directives from on high. The government also accepts, again unusually in France, that change is likely to function better with a carrot than a stick. It will give extra help to schools which volunteer to operate the reforms which the recent Legrand report (TES, February 4 and March 4) suggests, such as tutor groups and team teaching.

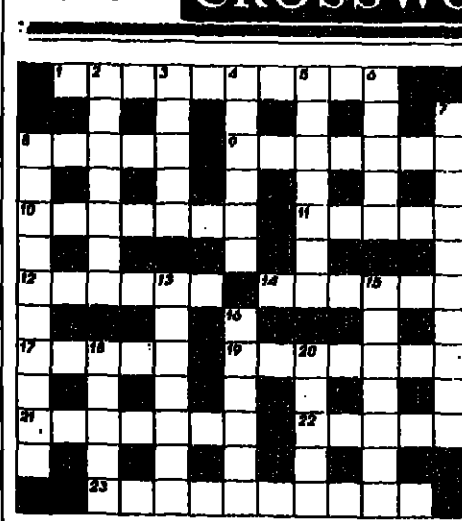
Thirdly, there is the so-called private school issue (most of the schools in fact already have the advantages of English voluntary aided schools). For example, those teaching to the ministry-defined cur-



Private schools - the election issue that disappeared.

riculum get very substantial support from public funds, and their teachers' salaries are paid. With an election commitment to restore a united and secular system of public education, Savary and the church authorities were fencing around the private school issue. It did not look like deadlock. At the leaders' level both sides appeared to

No 93 CROSSWORD



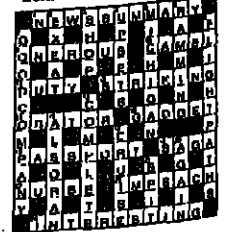
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Solutions to Puzzle No 92



THE TIMES Educational Supplement

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TEACHER'S PET: Budgie, the pigeon, was rescued by Sarah and Martin Lowe when he fell from his nest as a fledgling. Now he is the school pet at Holy Family Roman Catholic primary in Horwich, Bolton and is pictured above with owners Sarah and Martin and teacher Derek Birchall.

Pace-setting maternity leave deal

Women teaching in Nottinghamshire are to be given three years' maternity leave in a deal said by the National Union of Teachers headquarters to be by far the best in the country.

Under the agreement with the Labour-controlled authority, the women will be paid only for the normal 29 weeks but will have a written guarantee of a job for three years.

The job may not necessarily be the one the teacher left nor indeed even at the same salary. Nevertheless the agreement has been welcomed by the NUT and heralded as a pace-setter by the TUC women's conference held at Scarborough last week.

The mother must undertake to work for a minimum of 13 weeks on returning, or her earlier service will not count towards any redundancy or unfair dismissal pay-out.

Local leaders of the NUT say they are proud of the deal - which they held out for six months to get before signing new contracts - but say it may not go far enough in that it does not allow for any improvement if a woman has a second baby while she is away from the classroom.

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White Paper sees changes as best for teacher and school Staff should be shifted regularly — Sir Keith

by Bert Lodge

The Government is pressing local authorities not to appoint teachers to particular schools but to move them about regularly both for their own good and for that of the schools. Short-term contracts may be helpful, it is suggested.

The recommendation, which comes in the White Paper on teacher training published this week, has gone largely unnoticed.

The idea has been greeted with dismay by teacher unions but one chief education officer says it has already happened on a small scale. "The most powerful single instrument available to authorities may be the redeployment of teachers from one school to another," says the White Paper in a section entitled "Managing the teaching force".

It goes on to recommend that teachers should not be appointed to the staff of a school but their contract should require them to serve anywhere in the authority.

Employers are then urged to use redeployment as a means of "using teachers more effectively, whether or not their teaching force is contracting". It is suggested that teachers who have become fully experienced could be moved to another school to make greater use of their talent.

Others who have spent "a sustained period in one post" may need the stimulus of a change of school. And some jobs are so demanding that nobody should be expected to stay in them indefinitely.

"In the Government's view redeployment should be part of a plan-

ned approach to school staffing and not an option of last resort when a teacher is no longer required in a school.

"In some cases short-term contracts may be useful."

Mr Ian Morgan, chairman of the National Union of Teachers' educa-

The White Paper and reactions. Teacher numbers - the changing picture. Inside the training colleges, pages 10, 11. Leading article and press reactions - page 2.

tion committee, said the idea of using redeployment to weed out incompetent teachers was a gross insult to all those hundreds of

teachers who have agreed to cooperate with authorities in meeting the problem of falling rolls.

"It is difficult enough now to persuade people to accept re-deployment. The idea of having a mobile force will distort the positive attitude unions have shown so far. And what about the commitment to a school a teacher makes?"

Mr Austin Bott, representative of the heads' union, the National Association of Head Teachers, on the Advisory Committee on the Supply and Education of Teachers, confirmed that teachers were often extremely reluctant to move, even where agreements had been negotiated with the unions.

"They form an association with other staff and the pupils. They get to know the families - that's very important."

But Mr John Barnes, chief education officer of Salford, maintained the idea was not new. "In Salford, like some other authorities we have always appointed teachers to the authority rather than individual schools." He conceded though, that transferring teachers in the interests of staff development had not occurred often.

On the other hand secondments had been used to programme a teacher out then re-introduce them somewhere else. "Also you get teachers asking to be moved from time to time."

Mr Barnes pointed out that the measure could not be applied to voluntary schools. He said: "The staff there are appointed by the gov-

ernment. The staff there are appointed by the gov-

Labour makes youth an issue Court ruling threatens plan to end private schooling

by Mark Jackson

Schools will have to provide social and political education if Labour wins the next election. This is among a package of education and youth measures in the campaign programme approved this week by the party's national executive.

Party leaders are for the first time trying to make youth affairs a significant election issue and the package commits a Labour government to:

- Paying maintenance allowances of £25 a week (at 1983 prices) to the over 16s who stay on full time education
- A better education and training scheme than the Youth Training Scheme with an allowance of at least £30 a week
- Social and political education in schools and youth clubs.

Court ruling threatens plan to end private schooling

by Biddy Passmore

A new question mark hangs over Labour's plans to abolish private schooling as a result of an unpublished decision by the European Court of Human Rights.

The decision suggests that withdrawing charitable status from fee-paying schools - one of the first moves in Labour's 10 year programme of abolition - could be as much a violation of the European Convention on Human Rights as an outright ban on independent education.

It concerns two parents in Edinburgh who wanted to send their children to a Rudolf Steiner school because they said the education provided there was in accordance with their anthroposophical beliefs. They complained to Strasbourg that the state's failure to subsidize the school or to pay their children's fees was in breach of article 2 of the convention under which a state must respect parents' rights to educate their children according to their religious or philosophical convictions.

The judges ruled on December 7 that the parents' complaint was inadmissible because there was no obligation on the state to set up or support any educational establishment serving particular religious or philosophical beliefs.

But they added that the United Kingdom had shown "respect" by granting the school charitable status and making it eligible for assisted places.

The significance of this new definition of "respect" was underlined by Mr Anthony Lester QC, a leading human rights lawyer, at the Ockey Trust conference in Oxford last weekend. Outright abolition of independent education would be "a flagrant breach" of the European Convention, he said. But the new decision suggested that abolition by stealth - through withdrawing tax privileges and immunities and "fiddling with charitable status" - would also be a violation.

But Mr Lester, a former adviser of Mr Roy Jenkins MP when he was Home Secretary, and joint author of a legal opinion for private schools on Labour's private schools policy and the European Convention of Human Rights, said independent schools should not just rely on the law. They should act now to reduce their social divisiveness and admit more disadvantaged pupils.

Such action would make them more morally and politically acceptable, he argued, and might reduce the polarization in English education shown by Labour's threat to abolish them. If they reacted defensively or aggressively, it would simply make matters worse.



No, no Mister Jarvis... the White Paper does not apply to the Secretary of State!

Card games to develop skills in mental arithmetic, and plastic puzzles to teach simple geometry are among the novel features of a major new maths course for secondary schools.

Over the eye of the SHA conference. Over links between SHA and NAHT are again under discussion. Interview with SHA general secretary Donald Frith.

Bill Hicks on a new company specializing in educational video programmes.

David Martin on sociology as a historical tool. James Bentley on retelling the Bible for children; Martin Fagg and Colin Ward on history; Frank Coffield on youth unemployment; Frances Hill on the future of Radio 4; Carl Slevin on Marx.

COMMENT PLATFORM SPORT SCHOOL TO WORK OVERSEAS NEWS LETTERS PERSONAL, ARISTIDES AND CROSSWORD CLASSIFIED

Mathematics textbooks



An authority on deprivation visits Rouvenou (left) and a look at what may be the biggest single-site comprehensive

Mathematics at every level and with a special focus on the research and development of RSA and CGLI numeracy courses

The quest for quality

The White Paper on *Teaching Quality* will stand out as a landmark in Sir Keith Joseph's sojourn at the Department of Education and Science.

All Conservative ministers come in prating about quality and few of them go out with much to show for their rhetoric. Mrs Thatcher was no exception. But Sir Keith is going to be different: over his signature the DES has drawn together a number of policy strands - some of which go back to Mrs Thatcher's time, and some to the aftermath of the Great Debate - and outlined a coordinated strategy for the recruitment, training, qualification, professional development and personnel management of the 440,000 teachers.

First of all it is important to say what this White Paper is not. It is not an attack on the teaching profession. It is not a bugle call for the sacking of incompetent teachers. It is not an incitement to every disaffected parent or industrialist who wants to blame teachers for every shortcoming of every school-leaver.

The popular press (see below) focussed, inevitably, on the issue of sacking incompetent staff, as if this were what the White Paper was all about - all this on the strength of a single, unexceptionable paragraph which reads as follows:

Concern for quality demands that in a small minority of cases where, despite in-service training arrangements, teachers fail to maintain a satisfactory standard of performance, employers must, in the interest of pupils, be ready to use procedures for dismissal. In this context it is relevant to note that while employment protection legislation provides most employees with a right not to be unfairly dismissed, unsatisfactory performance can be a sufficient reason for fair dismissal.

So unexceptionable is this paragraph that more teachers will continue to be angered by the continued need to carry passengers among their colleagues than disturbed by a spate of sackings. It is still going to be necessary to go to elaborate lengths to establish criteria of incompetence and ways of proving that particular teachers, operating within the privacy of their own classrooms, are not up to the mark. And, as the paragraph makes clear, the possibilities of in-service training will have to be exhausted before a good employer could show cause for dismissal.

The question of how to deal with out-and-out incompetence is, in reality, only the tip of a much larger iceberg. This is made clear in the important section of the White Paper which takes up points raised in the post-Great Debate consultative document, "Education in Schools".

Management issues

The White Paper now dilates further on the local education authority's management responsibilities - linking (rightly) questions of quality with the whole issue of the redeployment of teaching staff in a shrinking system. In effect, Sir Keith is asking for L.E.A.s to "manage" their professional staff as if they were large businesses: he wants teachers to be contracted to the authority, not to an individual school; to be assessed annually so that their strengths and weaknesses can be recognized; to be sent on courses and switched from job to job not just in response to falling rolls, but to extend and exploit their experience and talents. This vision of a "managed" teaching force is very different from the traditional pattern of self-directed career-building and personal/professional development. It will certainly not please everyone. But, equally, it certainly won't become a reality quickly or at all if there is strong opposition from the teachers.

Undoubtedly, something would be lost if the identification of teachers' appointments with particular schools went by the board. But, then, secondary school rolls still have a long way to fall: enforced redeployment of necessity dissolves traditional ties.

The White Paper, and the accompanying report on *Teacher Numbers - Looking Ahead to 1995*, spell out the stark facts about falling secondary rolls. Similar exercises at the local level have been widely reported in *The TES*; now the national statistics are used to show that, even allowing for curriculum-led staffing in smaller secondary schools, it will be necessary to plan for the redundancy of large numbers of teachers below the age of 50 - that is, below the age when existing early retirement schemes begin. This introduces the disagreeable topic of compulsory

redundancy (which L.E.A.s have so far succeeded in steering clear of) on top of the 5,000 to 10,000 early retirements each year among the over-50s.

These will present a management problem with a vengeance in a service which has been reared on the notion of life-long employment, it not something contractually defined as security of tenure. Not only will the teachers' unions fight it: so will many of the politically-constituted local education authorities. As for a managed redundancy scheme of the kind the White Paper envisages - which operates selectively to put the finger on disposable teachers while relieving others for retention on the grounds of managerial convenience and efficiency - this will simply not happen unless attitudes and atmosphere change a great deal in the coming years. For one thing, it would be beyond the administrative resources of any local authority to do the ensuing paper work.

Recruitment and training

Sir Keith now intends to amend the Education (Teachers) Regulations 1982 to put teeth into some of his requirements on the matching of teacher qualifications to teaching posts. Wisely, there is to be no attempt to introduce a separate, blanket, qualification for primary and secondary teachers. He has disposed of the *canard* that he wants to create new status divisions between primary and secondary teachers. But he is still concerned by HMI evidence that too many teachers are teaching subjects they are not qualified to teach - the famous mismatch of teachers and subjects which is getting worse as a result of the expedients of redeployment.

His answer will be to change the Regulations in such a way as to impose specific obligations on L.E.A.s when making appointments, to take a close look at the courses of study teachers have followed; failure to do so would constitute a breach of the regulations. One of the criticisms which came out of the HMI's recent survey of teachers in their first posts concerned the haphazard way in which some appointments were made.

Many of the other points in the White Paper fall into the large category of good but not particularly helpful advice. Sir Keith seems to set great store by more careful selection of recruits to teacher training. Nobody could argue against this; but nobody should believe it is possible to restrict entry to certain winners. Similarly, it is obviously sensible to apply tighter standards at the point of entry to employment, but this, too, may be little more than pious platitudes. The need to put the induction process on a proper footing is, however, rightly highlighted. Everybody knows this should be done, but the money and time have yet to be found.

The poor old teacher trainers come in for their ritual scolding, backed up this time by the threat that Sir Keith may refuse to approve their courses if they fail to pull their socks up. This is not an empty threat. Sir Keith talks of setting criteria against which all courses will be judged.

The approval process will be used, without much hesitation, to intervene where the DES and the HMIs believe intervention is necessary. The threat to academic freedom is obvious and close attention will need to be paid to how the exercise is carried out and to the conventions which are set up to keep interference within bounds.

The schools will welcome the references to teacher-tutors and to the need for teacher training staff to return from time to time to the chalk-face. The welcome will be muted by the frequency with which this has been said before.

In-service

All these evidences of DES determination will be of little consequence unless the Department can really achieve the expansion of in-service training which every study since the James report of 1972 has identified as the most pressing need. So far, everything suggests that, given the choice between "extra" teachers to make more in-service training possible and extra teachers in the classroom, the teachers will always press for the latter.

The time has come to challenge this and ask whether, even within present staffing levels, there is not room, now, for much more in-service training at modest cost. Now the Secretary of State has begun to provide specific grants for certain kinds of in-service training, it is vital that L.E.A.s should not leave it all to him.

Second opinion Without a social context

Sir Keith's ban on awards marks for relevant social context in the 16-plus physics course is as short-sighted as his work-specific education which is no work, as out-of-touch as to raise teacher entry qualifications to circumstances have already been met. It can only harm education in general and physics in particular.

"Teachers will need to deal with pupils' questions about social economic issues", admits the letter in a rather chilling phraseology. But real education is not like this. It aims to help pupils perceive problems, and then to offer their own opinions. The hidden curriculum is rich in social context, personal responsibility, and, above all, Mrs Thatcher, would approve of that? Physics teachers, like Newton's Laws, but have no authority to arbitrate upon, or settle, questions about the social issues that arise from scientific knowledge. These are the culminating of real education.

Technology, of which Sir Keith approves, is the application of scientific knowledge to human conditions. To teach it with no reference is like teaching from the written page as there were no French-speaking people. Microelectronics, for example, favourite, would be reduced to a taxing network puzzle were it for the social purpose behind intricate circuitry. Technology brings us both benefits and risks: citizens need to reflect upon the Dues Sir Keith wants a generalist technologists who have not been encouraged to think about the social and economic context of their work.

The Association for Science Education and the Institute of Physics were both anxious to make science-and-society aspects in the revised criteria for 16-plus. They could have any interest in learning standards. If these aspects are considered mark-worthy in the examination then they will, sadly, be ignored during the previous years of teaching. The HMI's private phobias about teachers' teaching, or answers with slight physics content, will blight the teaching of a whole section of the school. One of the factors that many pupils, especially girls, feel from physics, is a feeling that it is too academic and remote from their human context. Teachers evaluated the SISCOS (Science in a Social Context) course materials with the unanimous that girls took a more active part in lessons which related technology to human problems. Some found a motivation to learn physics for the first time in their school career. Now Sir Keith's ban turns the clocks back, and makes more difficult the task of counselling third year pupils to take up a physics option.

Joan Solomon is project co-ordinator for *Science in a Social Context*.

NO COMMENT

School Meals Service - Hot Dog Day 1. If the Infant pupil can eat a roll - you serve the full roll. 2. If however, a pupil finds the full bread roll is too much to eat, you may serve half a bread roll, or the roll LENGTHWISE. 3. A full length Hot Dog can then be placed on both the top and bottom of the roll, making a sandwich. 4. At no time should a pupil eat less than one full length Hot Dog. Sausage - Memo from the education, Stockport

NUT and NATFHE fight anti-women bias in pensions scheme Unions ponder High Court move

by Richard Garner

Two of the biggest teachers' unions are threatening High Court action in a bid to end sex discrimination in the way the profession's pension scheme operates.

Mr Hugh Pierce, senior solicitor for the National Union of Teachers, said the move was under "active consideration" following the Department of Education and Science's refusal to bring women teachers' pension rights into line with those of their male colleagues.

At present a male teacher's pension is automatically transferred to his wife on his death - but a

women's partner must prove financial dependence upon her before receiving the pension.

The matter came under discussion at the TUC women's conference in Scarborough. Ms Penny Holloway, from the National Association of Teachers in Further and Higher Education, told the conference that NATFHE and the NUT wanted a ruling from the High Court on what constituted physical or social dependence in the pension scheme.

She added that there was a possibility that they would pursue a case through the European courts seeking a declaration that the discrimination contravened EEC anti-sex bias

laws - although this course of action could prove costly and time-consuming.

Ms Holloway added that the Equal Opportunities Commission had indicated that it would not be prepared to help finance such a court action.

"A number of our female members have tried to nominate husbands and children as dependants," she added. "In respect of husbands it has been said that role reversal is not dependency. The Government still maintains that the man is the breadwinner in today's household."

Mrs Edna Goodburn, from the

NUT, said that - as a result of changes in the scheme introduced last year - "it may well be possible for participants in a role reversal situation or an unemployed husband to benefit" but that pensions were still excluded from the Sex Discrimination Act.

Mrs Anne Boone, from the National Association of Schoolmasters/Union of Women Teachers, said last year's changes were "a small step and far removed from total equality within the pension scheme".

Delegates pledged support for a TUC campaign to end the discrimination.

SMP pioneers shuffle their teaching packs

by Nick Wood

Card games to develop skills in mental arithmetic and plastic puzzles to teach simple geometry are among the novel features of a major new maths course for secondary schools which has been launched by the Schools Mathematics Project, the pioneers of the controversial modern maths movement in the 1960s.

Mr John Ling, leader of the team of specialists behind the new course, which has been developed in conjunction with teachers and tested in 40 schools, said that it is intended to meet the criticisms of the SMP's first scheme, which originated in the grammar schools and was widely considered to be too theoretical.

"The last 10 years, in which a variety of modern maths courses were introduced, have been a useful experiment. We've learned a lot. We attempted too much and we went too fast - not just SMP but everyone. Certain topics were introduced too soon."

Mr Ling said this criticism particularly applied to material used with children of average and lower ability. The new course, aimed at youngsters in the first five years of secondary school, is intended to cater for a much wider ability range - about 85 per cent of the children studying the subject.

Some of the most contentious of the topics introduced by modern maths, such as number bases and sets, have been dropped from the new course and there is less emphasis on matrices. But the SMP was not going "back to basics", Euclid-

Reflection puzzles



The cover of one of the new SMP booklets for younger secondary pupils

had "soured the country" to find suppliers who could produce the necessary equipment cheaply.

The course is split into two parts. For the first two years, pupils work from a series of eight and 16-page booklets covering four levels of increasing difficulty. Only the most able pupils are expected to complete all the levels by the age of 13. Worksheets, equipment and teachers' guides are part of the package.

The second part of the course, for children aged 14 to 16, assumes that they have a good grasp of the first series of books are supplied, one of

which, intended for those not taking a public exam at 16-plus, contains graded tests and uses a syllabus akin to the foundation list of the Cockcroft report.

As with the previous course, which continues, the publishers are Cambridge University Press. Under the rolling publication schedule, booklets for levels one and two are available now, with those for the other two levels being released next year.

Draft versions of the books for 14 to 16-year-olds are being tested in schools and publication begins in 1985.

Realism on closures urged

Teachers must take a "realistic" approach towards school reorganization or closure schemes, says a pamphlet published by the National Union of Teachers.

The policy statement, "School reorganization: safeguarding tenure, salary and status", says the union is willing to take a "realistic approach to reorganization schemes which can be justified in educational terms and which are not simply opportunistic attempts to exploit falling rolls as a chance to make financial savings".

The pamphlet adds: "It must be accepted that in some areas the projected decline in pupil numbers is of such a magnitude that to do nothing at all will simply result in some schools withering away until they are no longer capable of supplying adequately the curricular, pastoral and special needs of their pupils".

Overspent Oxfordshire drops shortened-day schools plan

Oxfordshire has dropped proposals for sweeping changes in the school day in the face of opposition from parents and teachers.

Last week's meeting of the education committee, recommending instead that schools consider altering their hours to suit local circumstances.

In some quarters, the decision will be seen as a rebuff for Mr Tim Brighouse, the chief education officer, who drew up the plan and presented it to around 8,000 parents and teachers who turned out for a series of 22 meetings over the past few months.

But this week Mr Brighouse said he was not disappointed at the outcome. As a direct result of the initiative, several schools were planning changes in the curriculum. It was

never the authority's intention to impose changes on schools, he said.

The proposals outlined three possible ways of changing the school day. The most radical envisaged a start at 8.30 with compulsory lessons ending at 1.30. After a 30-minute break, the afternoon would have been given over to voluntary activities such as games, private study, work experience and community service.

It attracted little support and considerable hostility from some parents who were worried that their children would simply drift away from school at lunchtime and get into trouble. Others thought that schools would not be giving "value for money" by failing to concentrate on academic subjects.

The extra transport costs implied, about 20 per cent more on the

In brief...

Three-day strike called

The National Association of Schoolmasters/Union of Women Teachers stepped up its action in Durham again this week by staging a three-day strike involving 315 members in nine secondary and two primary schools.

The dispute, which is over the Labour-controlled county council's decision to dock the pay of teachers refusing to cover for absent colleagues, affected the education of about 12,000 children. Hundreds were sent home and the remainder missed some lessons. The union will decide whether to take further action at its Easter conference in Eastbourne.

Scholarships end

The awards offered to candidates scoring the highest marks in the Cambridge entrance exams are to be abolished in all but one of the university's 26 colleges from this November.

The decision follows a poll of colleges conducted by Mr John Hall, senior tutor at St John's College. It means that the best candidates will no longer be awarded either a scholarship (worth £100) or an exhibition (worth £60) with its accompanying privileges, such as the pick of the best college rooms. Entrance awards, most of which go to independent school pupils, have long been used by leading public and grammar schools as a measure of their academic success.

Awards will, however, continue to be given on the results of university exams taken during an undergraduate's three years at Cambridge.

Grants welcomed

The Secondary Heads Association has welcomed the Government's plans to introduce specific grants for priority areas such as technical education, provision for the 16 to 19s and computer-assisted learning.

Mr Donald Frith, general secretary, said the association had urged the introduction of such grants on a limited basis "some time ago". Although it could obviously become dangerous, this was "a very sensible scheme".

"It does demonstrate that if you want to start something new now, you've got to devote some cash to it," he said. "Although the Government is taking money away from other areas to pay for this, it's still good that they've accepted the principle."

Elderly lose out

It was appalling that only 2 per cent of retired people were involved in adult education, Ms Joan Lestor, Labour spokesman on women's rights, said this week.

Ms Lestor, who was speaking at a London conference on education and the older woman organized by the Forum on the Rights of Elderly People to Education, said the low take-up was partly a result of lack of opportunities but also because many of the elderly had not realized that they did not have to conform to society's expectations of older people. Advertising media images were partly to blame for these expectations, Ms Lestor said.



Joan Lestor

Josephine Williams

Recent surveys show that social and educational ills are worse in Wales than in England. But how has Wales achieved so much with so many natural disadvantages? Ken Reid and Ken Jones say that it is time to challenge old images.

Poor relation that's ripe for research

Educationists in Wales are concerned about the consistent trend in recent surveys which show that the Principality has a disproportionately higher number of education problems than England. Illustratively, it is claimed that more children leave school in Wales than in England without obtaining any examination qualifications. Although the teaching of maths and science worries educationists throughout England and Wales, evidence shows these results in Welsh schools are poorer than in England.

South Wales in particular has special social and educational problems, including higher rates of school absenteeism, vandalism and delinquency. In parts of the region, disruptive and unruly behaviour are not uncommon in some schools.

Several reasons have been put forward to explain these findings. Secondary schools in parts of Wales have been accused of being too traditional and examination-orientated. The syllabuses of some subjects are considered to be old-fashioned and not geared to present-day needs.

Many people believe that these tendencies have led to the chronic underachievement and disaffection with schooling which is apparent in some pupils in parts of Wales. Contributors to recent conferences and debates in Wales have repeatedly drawn attention to the fact that a high proportion of secondary schools in Wales are not doing enough for their lower ability pupils - which is supposed to be one of the strengths of good comprehensive education.

Finally, it is a widely-held belief that in parts of Wales a form of "neighbourhood" rather than comprehensive education is in existence which partially explains some of the substantial differences between schools.

The problems in Wales are not



confined to education. Successive studies have shown that Wales has a disproportionate and larger number of people from low social backgrounds, poor housing, familial "distress" and unemployment. Geographically, communication systems



in Wales are worse than in England. Medically, infant mortality rates and certain types of congenital handicap are more common in Wales, while some regions are concerned about health provisions for adults.

In addition, several surveys have suggested that people in Wales eat less good food and less well than their counterparts in England. Finally, the number of professionals available to advise or help the population in Wales on several key social, educational, psychological and medical matters is very low.

One challenge presently confronting educationists in Wales is to redress the balance. The simple truth, however, is that this will not be easy. Despite their well-documented problems, the Welsh l.e.a.s do not receive any more money to help them combat their inherent difficulties.

Possibly, therefore, it would be fairer to turn the question round and ask how it is that Wales has achieved so much with so many natural disadvantages. If depressed economic regions qualify for special grants from central government, then education authorities in these areas should be given similar consideration.

As people who have investigated on small and large scales such diverse topics as handicapped families, initial teacher training, persistent school absenteeism and sixth form education, we tend to sympathize with the researchers and researchers alike in the current debate. One great achievement of successive studies has been to highlight the disproportionately low levels of funding for educational research in Wales. This is especially disappointing as no place in Britain is better suited to the requirements of researchers and none more in need of positive initiatives based on sound and established fact.

Recent findings need to be seen in proper perspective. School-based studies, particularly those which focus on institutional differences, are in their infancy. One danger is that they tend towards self-fulfilling prophecies. It is self-evident that if



schools in Cardiff or Swansea were measured against one another, some of them would do better on selected variables than others. For example, if examination passes were used as the criterion of success, then schools in North Cardiff and West Swansea would come out better than these in other parts of the two cities.

'It is high time for those in education in Wales to highlight some of the achievements as well as the failures. Perhaps there is a tendency to hide our achievements under bushels rather than shouting them out loud.'

This brings us to another point. Too little is known about the non-cognitive outcomes of education and we have few reliable means of measuring them. Hence, the findings obtained from any studies on school differences are liable to be misinterpreted by those whose educational knowledge does not enable them to take a balanced overview of the whole picture.

It is for these reasons that many teachers in Wales currently dispute some of the recent findings about education. They believe that such factors as the shortage of resources, staffing levels, and class sizes have not been taken into sufficient account. Likewise, there is no disputing the fact that individual teacher performance in classes does matter and pupils can be more or less fortunate with their tutors. Once again, however, studies on teacher effectiveness are underdeveloped.

All one can say is that a great deal of dedicated hard work seems to be going on by staff in schools, although, if anything, the basic function of the management of pupils in classrooms is an area where some teachers would benefit from further study and reflection.

Consequently, one problem with the Welsh debate on education is that while current findings support the hypothesis that standards are declining, these data only measure

certain variables and not others. For example, while examination passes in some subjects are poorer in Wales than in England, we do know whether the same pupils do better adjusted and more involved with their local communities.

What is necessary, therefore, is a balanced look at the whole scene before too many biased and often judgments are made. Moreover, there are no comparable data on studies of school differences between Wales and England. Although this may be a serious issue, such studies may be necessary before firm conclusions can be reached.

Remedies or ways forward to counter the existing images and difficulties can be found. First, it is high time for those in education in Wales to highlight some of the achievements as well as the failures. Perhaps there is a tendency to hide our achievements under bushels rather than shouting them out loud. Let us illustrate this point by looking at a few recent facts in West Glamorgan.

West Glamorgan is a comparatively new authority. In less than five years it has moved from bottom of the spending league in education to near the top. The school, although largely traditional, is noted for their concern for the welfare of their pupils. Over the past few years, major improvements have been made in the provision of both nursery and further education. Special schools in the county are among some of the most innovative in Britain.

The record of West Glamorgan Local Education Authority in service training is one of the best in Britain and the general level of support given by the authority to the West Glamorgan Institute of Higher Education is exemplary. The standard of help given to teachers by staff in the county would be a favourable comparison with any authority in England.

In higher education, institutions in the county make a considerable contribution to a number of fields. The department of education at University College, Swansea, has a part played by the authority in the West Glamorgan Institute of Higher Education is exemplary. The standard of help given to teachers by staff in the county would be a favourable comparison with any authority in England.

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With all these points in mind, it appears that there is a growing need for a number of "Wales" initiatives to be taken throughout education and for those innovations to be properly evaluated. Only a concerted effort by academics and teachers alike will start to achieve this. It is up to us in Wales to accept the challenge. Although it will not be easy, it is essential to embark upon the enterprise now.

Ken Reid is a principal lecturer in education, and Ken Jones, head of the school teacher education, at the West Glamorgan Institute of Higher Education.

Important regions omitted from MSC steering group's list of 10

Clash feared over l.e.a.s chosen for technical project

by Mark Jackson

Fears arose this week of a major clash between the Employment and Education Secretaries and the steering group running the Government's scheme to reintroduce technical courses into schools.

On Monday the steering group, which largely represents educational interests, chose 10 authorities to run Manpower Services Commission-funded projects under a four-year pilot programme. There were some surprising omissions from the list, including Coventry, the MSC's favourite education department.

More seriously, the steering group's choice did not include any projects in at least two important regions - the high unemployment North East and the London area. Since one of the Government's major requirements is to get a network of projects throughout the country, MSC officials feared that the steering group's selection would be unacceptable to the Ministers, whose approval will be required for the funding.

Twenty-four hours before the group's recommendations were due to go before yesterday's meeting of the Manpower Services Commissioners, officials were still wondering whether they needed to hold them back to give the group a

chance to think again. Birmingham is believed to be the only leading city among the authorities chosen by the group from the 66 who submitted proposals. It is understood that the others selected are: Bradford, Wigan, Sandwell, Barnsley, Bedfordshire, Hertfordshire, Devon, Leicestershire, and Clwyd. Enfield was the only London authority even to reach the short list.

Coventry was widely regarded as an almost automatic selection because of its highly publicized work-related education and youth training schemes. Its director, Mr Robert Aitken, appeared on the recent BBC TV *Panorama* programme to back the case put by Sir Keith Joseph, the Education Secretary, and the MSC's chairman for technical and vocational education.

But it seems that some members of the steering group felt that Coventry's proposal "leaned too heavily on its track record" rather than offering the new leaps forward that the scheme was seeking.

Another favourite was Mid-Glamorgan, but although the group was impressed by its proposal, it chose Clwyd for the Welsh project because, again, it offered more innovation.

Head quits following inspection

by Virginia Makins

The head of a well-known progressive comprehensive school in Shropshire has resigned following a general inspection of the school by HMI last term. The report will be published next week, or early next term.

Mr John Boyers, Shropshire's chief education officer, said this week that he had asked HMI to inspect Madley Court, in Telford, about a year ago, but declined to comment on his reasons for doing so.

After the inspection Mr Philip Toogood, the head, asked the county council to be released from his job, and on Monday the authority announced that Mr David Bywater, head of Ludlow school, would come in as acting head next term. Mr Toogood, who will stay on secondment with Shropshire for at least a year, said the resignation was "not formally connected" with the HMI report.

Madley Court opened in 1971, and now has just under 1,000 pupils. It was designed as a community school, but never officially became one. Mr Toogood, who came in 1974 from a Cambridgeshire village college, has been a keen advocate of community schools, and has been disappointed that more community schools have not been allowed to develop at Madley in spite of promising experiments.

Scots staff win £5-a-week minimum rise

Scottish teachers will receive a minimum wage increase of £5 a week from 1 April as a result of agreement between employers and unions on Wednesday. Meeting in Glasgow under the auspices of an ACAS conciliator it was agreed that a 4.5% increase would be applied to all salary scales and that a further 0.475% represent-

ing an increase of £75 a year, would be added to the upper salary scales.

Negotiations for English and Welsh teachers take place today. Both unions and management have been following the Scottish talks closely.



Philip Toogood... released from job. Picture: Shropshire Post

The school has become well known for an unusual system of "mini-schools", where a group of teachers take responsibility for much of the work of a group of children.

Mr Toogood claims that - considering the unbalanced ability spread in the school - exam results have been about average in maths and science, and above average for English and social studies. Attendance is good, running at 90 per cent for third and fourth years. Last year 12 per cent of its leavers got jobs, compared with eight per cent in Telford as a whole.

Madley has not been particularly popular with parents when they choose their children's secondary schools. Last year 136 made it their first choice, compared with 220 who chose the neighbouring comprehensive.

Now that rolls are falling in south Telford, there have been rumours that Shropshire is planning to close the school. But Mr Peter Cates, an assistant county education officer, said this week that no final decisions have been taken.

Belt case unlikely to speed ban

by Biddy Passmore

This week's announcement of £3,000 damages against the Government for failing to respect parents' right to refuse corporal punishment for their children underlines the seriousness with which the European Court views current practice in Britain.

But the awards of damages and costs to two Scottish families seems unlikely to lead to a speedy move by ministers to ban the cane in England and Wales. (Mr George Younger, Scottish Secretary, has already urged all Scottish education authorities to end corporal punishment by the summer of 1984.) Dr Rhodes Boyson, junior education minister, could only say this week that the Government was "looking

at it". The European Court in Strasbourg awarded the damages to Mr Jeffrey Cosans, now aged 21, for harm done to his education and career prospects. Mr Cosans, a former public at Death High School in Fife, was suspended from school when he took a forbidden short cut home and refused to accept a belt. He was then 15; he never returned to school and has not worked since.

His mother, Mrs Jane Cosans, was awarded legal costs of more than £8,500. The mother of the other boy, Mrs Grace Campbell, was awarded £940 in costs. She had been unable to get an assurance

from her son's primary school that he would not be belted and had removed him to a private school.

Both mothers won a ruling last February that Britain was in breach of article 2 of the European Convention of Human Rights for failing to respect parents' religious or philosophical convictions - in this case, objections to corporal punishment. Neither of their sons was actually belted so the court did not rule on whether corporal punishment itself was a breach of the convention.

About 18 further cases are already in the Strasbourg pipeline, but none has yet got past the first stage of being declared admissible.

Race row teacher keeps ILEA job

by Nick Wood

Mr Lionel Vida, the Indian-born social studies teacher marked for dismissal by a tribunal after walking out of Cufford Boys' School in protest at alleged racial harassment by colleagues, has kept his job with the Inner London Education Authority.

This week the authority's education committee backed a recommendation from the schools subcommittee that Mr Vida be merely reprimanded and transferred to another school.

The chief complaints against Mr Vida were set out in the order paper together with his defence - though he was not named. He was said to have "absented himself from school without proper reason" and to have involved pupils in his dispute with the headmaster.

He admitted this but said that his actions were not blameworthy because of the harassment and discrimination he had suffered from senior colleagues because of his

fight against racism at the school. The debate was heated. As Tory members with SDP support called for his dismissal, cries of "racism" and "this is racism" rained down from the public gallery where Mr Vida and a dozen supporters were sitting.

Professor David Smith, the Tory leader, said that the tribunal was right - Mr Vida should lose his job. "We are doing this on disciplinary grounds, not racial grounds", Professor Smith said. "We are in danger of getting two staff codes - one for white teachers and one for blacks."

"People from ethnic minorities are taking up positions of responsibility in teaching and elsewhere. They have got there on merit. It would be most invidious if they were treated differently from white teachers."

Mrs Anne Sofer, one of two SDP members on the committee, called in a London school. I enjoy teaching.

the issue of racism a "smoke-screen", obscuring the main consideration which was that Mr Vida had failed to carry out his duties.

Ms Frances Morrell, the Labour chairman of the subcommittee, explained the decision, saying that the tribunal had said Mr Vida's conduct was "not of itself so clearly disgraceful as to make dismissal the only possible punishment".

The subcommittee had decided to give the teacher the opportunity to "respond positively to a reprimand". Mr Vida said afterwards he hoped to get the reprimand rescinded.

"The Tories were obviously upset about it. They used every trick in the book to prevent me getting my job back. The main point is that my reinstatement has been endorsed by the education committee."

"I look forward to teaching again in a London school. I enjoy teaching."

Courses

Garnett College Education and Training for Teachers and Administrators in Further Education

Applications are invited for the following courses:

MASTER OF ARTS - Council for National Academic Awards
A Master's Degree in further education extending over two years' part-time study and involving the inter-disciplinary study of the further education system and its curriculum. Candidates should be employed in the teaching or administration of post-compulsory education and should normally have a BEd (Hons) or other equivalent qualification.

BACHELOR OF EDUCATION - Council for National Academic Awards
Three years' part-time study. Prepares candidates for further study and research in further education. Candidates should be serving teachers with an initial teaching qualification and a minimum of two years' teaching experience.

DIPLOMA IN PROFESSIONAL STUDIES (Perspectives) - Council for National Academic Awards
A Diploma in further education extending over two years' part-time study (or one year full-time) and involving the study of the theory of further education to first degree level. Candidates should be employed in the teaching or administration of post-compulsory education and should hold a Certificate in Education.

DIPLOMA IN EDUCATIONAL MANAGEMENT - University of London
Two years' part-time study. Aims to provide a sound academic grounding in educational management and an opportunity to improve management skills. Candidates should have substantial teaching and/or administrative experience in further education or associated fields.

DIPLOMA IN EDUCATIONAL TECHNOLOGY (for Further Education) - University of London
Two years' part-time study. Develops professional competence in the management and organisation of learning resources. Candidates should have initial professional qualifications and be experienced teachers, librarians or administrators in further education or associated fields.

The College welcomes applications from all suitably qualified persons including those from minority or disadvantaged groups.

ilea
Candidates should apply as soon as possible, specifying the course(s) in which they are interested, to the Principal (Prof.), Garnett College, Downshire House, Roehampton Lane, London SW15 4HR. Tel: 01-788 6633.

Announcements

ROSS McWHIRTER 1983 MEMORIAL ESSAY COMPETITION

Prizes up to £500 in each of two age-groups (under 25 and under 19) will be awarded for essays on the following subjects:

Senior: Are there any limits to the rights of self-determination?
Junior: Do you think television has helped you to be a good citizen?

Closing date for entries is 31st October, 1983

For full details send a stamped addressed envelope to:

The Secretary,
Dept. THES
The Ross McWhirter Foundation,
2 Lord North Street, London SW1P 3LB.

THE BRITISH COUNCIL & THE CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH (CILT)

Language Teaching Library

The Language Teaching Library is to undergo extensive alterations beginning on April 5th. The Library will be closed to the public for about two months after this date except by special arrangement. The date of re-opening will be announced in the press.

Enquiries to the Librarian, Language Teaching Library
20 Carlton House Terrace, London, SW1Y 5AP
Tel. 01-930 8486, Ext. 2778

ILEA contract talks have foundered

by Richard Garner

Talks on a new contract for Inner London's 21,000 teachers are floundering a year after they were first announced in a blaze of publicity.

At the time, other local education authorities voiced fears that the Labour-led ILEA might blaze a too generous trail which other L.e.s. would be forced by their teachers to follow.

But, 12 months later, it looks as though their fears were ill-founded.

The inner London talks started after national negotiations in CLEA/st, which is responsible for teachers' conditions of service, foundered after two years of to-ing and fro-ing in COSWOP, the conditions of service working party.

The National Association of Schoolmasters/Union of Women Teachers launched a boycott of those talks when they first started on the grounds that it was the wrong economic climate for local education authorities to make meaningful concessions.

They felt there just was not enough cash available for the L.e.s. to offer improvements in class sizes, non-teaching time and - the thorniest question of all - lunchtime supervision.

Now the wheel seems to have turned full circle with the same union walking out of the London contract talks. They claim that there

were not enough financial incentives to continue and, in particular, they are angry that the ILEA was, to use the NAS/UWT's words, seeking a contractual commitment from teachers towards carrying out lunchtime supervision.

In a letter to its members the London NAS/UWT said it had been "wary of these talks from the outset".

However, the issue came to the crunch later with the tabling of a paper by officers of the ILEA introducing the notion of "C-time" - which would mean all London's teachers would pledge to spend a minimum number of hours each month on activities outside the classroom.

The NAS/UWT said that the authority's "hours of duty" paper was "riddled with assumptions and contentions that teachers' contractual obligations extend well beyond the school day".

According to the paper, lunchtime supervision could count towards a teacher's monthly "C-time". "Hours beyond the school day can be bought by over-time payments or time off in lieu," the union circular continues. "They would be treated as voluntary overtime at the discretion of individual teachers."

"Improved conditions of service within normal school hours are very desirable and must lead to more

effective teaching. They should be argued for in these terms, not bought by surrendering teachers' time."

Privately, NAS/UWT officials will advance another argument in favour of such an arrangement. If lunchtime supervision warrants overtime pay or time off in lieu, it can still be used as an effective industrial sanction at times of dispute with a local authority.

But NAS/UWT only represents 6,000 members of the inner London teaching force.

The stance of the Inner London Teachers' Association of the NUT is of much more importance. It represents 14,000 Inner London teachers and both it and the authority have said they are quite prepared to carry on talking without the NAS/UWT - although hoping they will rejoin the discussions later.

Its latest newsletter talks of substantial progress being made on several of the teachers' demands.

It stresses that its general secretary, Mr Bob Richardson, has told the authority that "hours of duty" is an "unsuitable title" for activities outside the classroom.

He said that pursuing such a policy could lead to a breakdown of the talks.

However, the left-wing of the ILTA, which may well take over the running of the association, has se-

rious reservations about the way the contract talks are going. Attempts are already under way to stage a special meeting of ILTA's policy-making council which could precede a shift in policy towards the talks.

The first two counts in the elections for the three key posts in the association showed that the Left were ahead - but the Electoral Reform Society is conducting its own investigation into the election because there were discrepancies in the number of votes cast.

The Left stood in the elections on a platform of mounting a massive campaign of refusing to cover for absent colleagues if no further progress was made on supply cover in the London contract talks.

In a statement in the ILTA's newsletter, Mr Vernon King, the president of the ILTA and returning officer for the election, says: "It is my opinion that the count was conducted as in past years and the number of ballot papers was a numerical error, which I have been informed is not uncommon in manual counts which are not checked, and in no way was a result of malpractice."

Mr King, not a supporter of the left-wing ticket, adds that he believes the count was "an accurate record of the validated votes". The result has not yet been declared.

Cooperation pledge plan drawn up for parents

by Hilary Wilce

Parents should have to pledge co-operation with schools in exchange for a place for their child, according to a proposal put before a European education conference in London last week. The pledge would take the form of a written contract.

This proposal stresses the duty of parents to educate their children and suggests that those who are unwilling to cooperate with schools could be referred to the courts or the social services. Sanctions against uncooperative parents could include barring a child from school or even having a child taken into care.

The suggestion comes at a time when the family and home are being drawn increasingly into questions of school discipline. Recent signs from the Inner London Education Authority show that the number of secondary school pupils being suspended or excluded from school has risen dramatically.

In Scotland the picture is the same. Latest figures from the Clyde region, indicate that suspensions have doubled and are likely to quadruple following the abolition of corporal punishment in schools.

The proposal for a contract agreement between schools and parents is the idea of Dr Allan Macbeth, of the department of education at the University of Glasgow. What he calls the "School at Family Concordat" could be negotiated at local authority level and monitored by school governing bodies, he says. It would assume that schools and teachers would be obliged to cooperate with parents.

By signing such a contract parents would be agreeing to cooperate in a range of ways, including attending consultations with teachers and sharing on aspects of their children's schooling. They would be obliged to read and possibly write reports on their children's progress, provide adequate facilities for their children to do homework, help the school to request, support school rules and arrangements, and abide by the decisions of the governing body.

On the other side, teachers would have to be responsible for improved liaison between home and school, but this could raise contractual difficulties, Dr Macbeth points out. A research report, written by Dr Macbeth for the Scottish Education Commission on the school and the family in Europe.

"Too much legalistic prescription can confuse," Dr Macbeth writes, but such a concordat could be simple and clear. "The duties of parents are the rights of others. If parents' duties are clearly established, they provide rights for the school to insist on the educational contribution of parents on behalf of their child. If duties placed upon the school are widely understood, they may clarify parental rights on behalf of the child."

He added that he had previously fought successful campaigns to stave off the closure of the local Church of England and Roman Catholic primary schools in the neighbourhood.

"The rest of the community, including a sizable Muslim community, are entitled by the same token to have a non-denominational school kept open," he added.

Meanwhile, the city council is not planning to evict the mothers. A spokesman said: "They are not interfering with the children's education - not at all. We are not anxious to exacerbate the situation. We understand the strongly held feelings of these ladies."

Richard Garner

Jobs threat renewed in Barking

A Labour-controlled education authority is threatening redundancy to a group of teachers who fought a year ago to save their jobs.

Barking and Dagenham Council has given teachers' unions three months' notice that it intends to declare 24 secondary school teachers redundant. Officials say they hope the problem can be solved by premature retirement and redeployment.

According to the authority's letter, the 24 teaching posts - which were saved last year by a six-week strike by local members of the National Union of Teachers - were only retained until the end of this academic year and cannot be funded from September.

Ms Ruth Martin, secretary of the Barking and Dagenham association of the NUT, said: "We knew this was in the air and we have argued that we don't think we can afford to get rid of 24 teachers. They said they still had to go, though."

She said the teachers were seeking a further meeting with the authority.

A spokesman for the authority said the notice was "purely a precautionary measure" to enable the job reductions to go ahead. "We obviously hope it will be achieved by natural wastage," he added.

Handicapped: key role for councillors

by Diane Spencer

Local politicians must ensure that severely handicapped children get the most suitable education, a conference was told this week.

Under the terms of the Special Education Act which comes into effect on April 1, the responsibility firmly rests with them, said Mr Bernard Peatey, assistant secretary for special education at the Department of Education and Science.

"The concept of the 'statement' for children with severe handicaps or learning difficulties should mean special protection for them," he said.

"It should make sure they get the right kind of provision. If not the buck lies with local politicians in the last resort."

He was addressing more than 300 teachers and special educationists at a conference organized by the National Union of Teachers on the 1981 Act.

He did not expect any revolutionary changes once the Act came into force. It was not an "integration Act"; it was concerned with relating and matching provision to children's needs. In any case, integration was not a cheap option. Special schools would still be there to educate the most severely handicapped children.

Mr Peatey hoped for improvements in teacher training for special educational needs.

Special Education in Scotland

With the introduction on January 1 of the new regulations governing special education, there is an urgent need for all teachers to become more familiar with the challenges of teaching handicapped children, in the ordinary classroom as well as in special schools and classes.

During January, The Times Educational Supplement Scotland published a series of articles on special education: how individual authorities are reacting to the new regulations; how parents are coping; a case study of an individual school; the implications for teacher training. These have now been reprinted in a six-page format and are available for 50p each (including postage) from the address below.

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Mothers' sleep-in demo over closure threat

Two mothers have spent the past three weeks sleeping in the staffroom of their children's school in a bid to draw attention to their opposition to local authority plans for its closure.

Two mothers, Mrs Margaret Nowbold, and Mrs Kathy Barnes, took their sleeping bags into the staffroom of Nettle's Junior and Infant school in Birmingham after the Conservative-controlled city council's education committee voted to seek permission from Sir Keith Joseph, the Education Secretary, to close the school in September, 1984.

The city council says the decision has been taken because of a sharp decline in the school's rolls - it was built to cater for more than 200 children but at present there are only 85 on roll.

However, local ward councillors and the local Labour MP, Mr Denis Howell, are supporting the parents' objection to the closure. The two mothers are receiving supplies via a shopping bag attached to a rope leading to the second floor staffroom.

leading to the second floor staffroom.

Mr Howell said the school was the only non-denominational primary school in the area - and catered for many of the children of Asian families who live nearby.

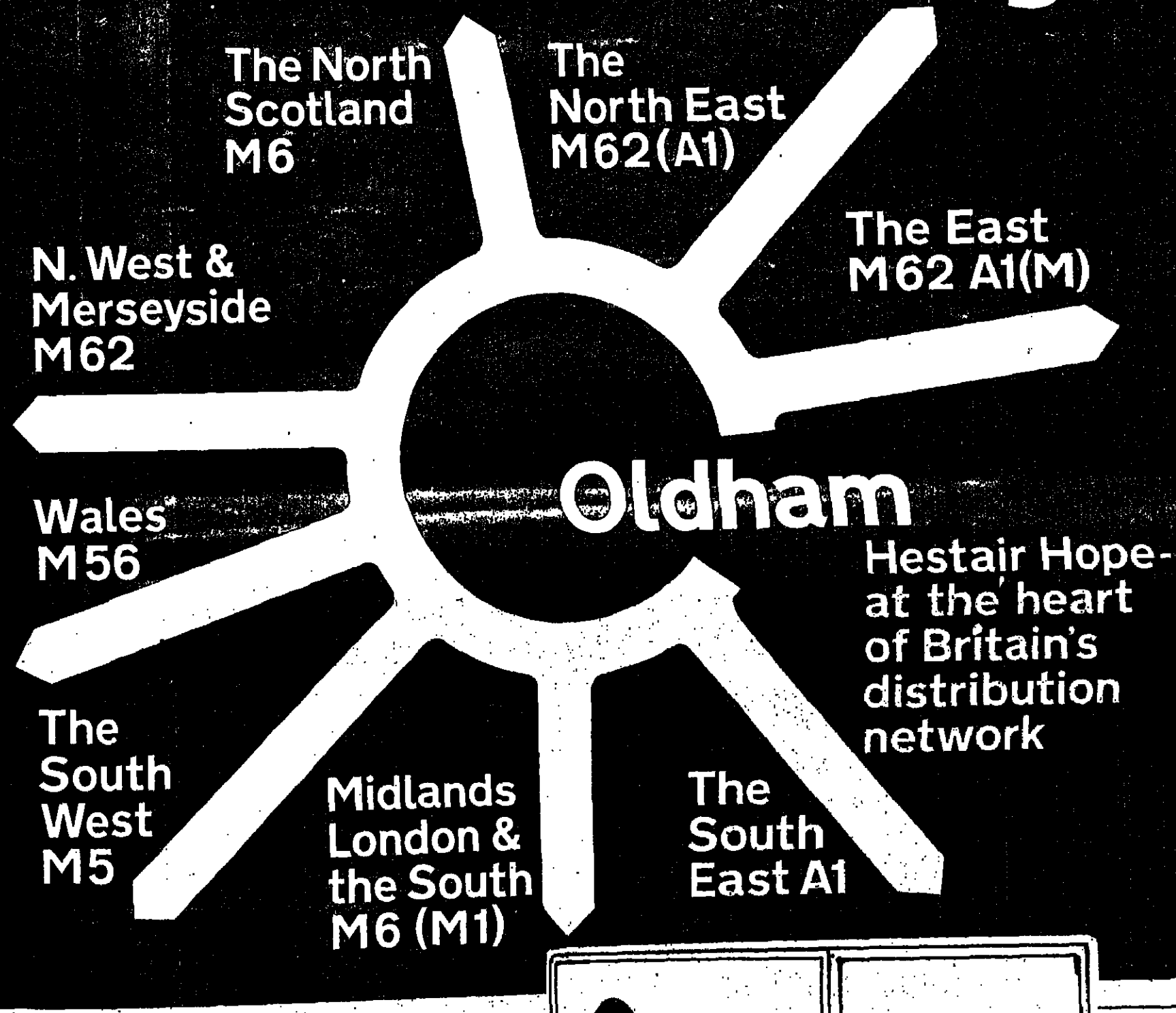
He added that he had previously fought successful campaigns to stave off the closure of the local Church of England and Roman Catholic primary schools in the neighbourhood.

"The rest of the community, including a sizable Muslim community, are entitled by the same token to have a non-denominational school kept open," he added.

Meanwhile, the city council is not planning to evict the mothers. A spokesman said: "They are not interfering with the children's education - not at all. We are not anxious to exacerbate the situation. We understand the strongly held feelings of these ladies."

Richard Garner

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NEWS

16-18 Action Plan paves the way



John Pollock

Scottish education has too many hurdles designed to trip up and reject pupils, Mr John Pollock, general secretary of the Educational Institute of Scotland, told the conference.

Praising the Government's 16-18 Action Plan and the Scottish Office's rejection of the 14-18 technical education plan for England and Wales, Mr Pollock said that the action plan would provide more ladders to lifelong education.

Through the modules of learning and their certification which the action plan envisages, the O grades could be scrapped and along with

them the Dunning programme. That would reduce the gross over-certification of Scottish pupils which slowed progress towards fifth and sixth-year certification.

Mr Pollock went on: "The Scottish higher and the MSC youth training scheme certificates must dovetail into the new modular pattern of certification, and entry requirements for higher education must respond to that changed pattern."

Condemning the universities for their attitude to any possible Scottish Assembly, Mr Pollock said that it had taken the threat of serious

cuts to produce the first meeting between the principals and the STUC, although a new generation of principals had perhaps helped towards cooperation.

Mr James Power, headteacher of St Columba's High School, Gourrock, also took the universities to task for not giving guidance to students.

"I am not aware that the personal guidance, so much present in schools, finds an exact counterpart in higher education. The counselling envisaged by the Robbins Report seems to be absent," he said.

"We in the schools hope that the

allocation of study time and our approach to the personal responsibility of senior pupils to form a basis on which students higher education can form a planned approach to their studies."

Mr Power's praise for school dance was challenged, however, by two pupils in the audience. One said she had had only one meeting with a guidance teacher.

Mr Pollock commented that it came from a Strathclyde school was hardly surprising since guidance teachers in the region's schools were used only as policemen.

Colleges will pay dearly for cuts

Colleges of education, of all the sectors of higher education, have felt the effects of the cuts most, according to Dr Tom Bone, principal of Jordanhill College of Education.

"Over the past six years student numbers have been cut by half, staff by a third and I have had to take over another college. I hear the scars on my body," Dr Bone said.

"Back in 1972-73 there were 10 colleges of education in Scotland with a total of just under 15,000 students, and now 10 years later there are seven colleges with a total of under 5,000."

Dr Bone said he did not think that the general trend of events would have been very different, whichever political party had been in power.

One of the saddest aspects of the contraction had been how it affected people who wished to become teachers. Between 1976 and 1982 primary places had been reduced from 1,450 to 580. But the students themselves shown remarkable resilience and the evidence was that large numbers of them got jobs in other spheres.

"In the primary sphere the situation is beginning to alter again now, and people who go into training in 1983 or 1984 are likely to get jobs all right in 1987 or 1988."

For secondary teachers, the quota system had varied from subject to subject but high unemployment had been avoided even in subjects like history and geography.

But with the smaller rolls now affecting secondary schools, Dr Bone thought it inevitable that there would be a further reduction in the numbers of students.

"There could be serious implications for the colleges training second-



Tom Bone

dary teachers. Quite a lot of young people in university now, or people who will be going to university in the next year or two, will find it very hard to gain places in secondary teacher training."

Dr Alwyn Williams' own university, Glasgow University, declared that the Robbins Principle - access to higher education for all properly qualified - was now dead.

But Dr Williams' own university in this last academic year had an unprecedented 15,700 applications for 2,300 places. The latest evidence from Scottish schools suggested that demand was not going to moderate, at least in the near future. Dr Williams predicted that the present cuts would reduce the number of places available at Scottish universities in 1984/85 by about 2,700.

"The actual loss of opportunity among qualified candidates in the years ahead can only be guessed."

But even if the proportion of qualified applicants were no greater than that represented by the age participation rates of the 70's, more than 3,000 school leavers will have been denied places in Scottish universities.

HE standards distort secondaries

The whole curriculum and organisation of British secondary schools is distorted by the need of a few to satisfy the arbitrary academic standards demanded of those wishing to enter higher education, according to Professor Duncan Timms, deputy principal of Stirling University.

He said that if universities exceeded the student numbers target laid down by the University Grants Committee they faced the penalty of a fine. Universities therefore had to use a variety of entrance tests to restrict access.

"By far the most common is to require candidates to perform well in the end-of-term examinations, even though these are widely believed to be but poor predictors of success in higher education."

"Bodies such as the Scottish Universities Council on Entrance exist to ensure that as few students as possible are admitted to the system unless they can demonstrate the requisite number and range of passes of O, H or A grade."

Professor Timms thought that the relationship between the standards that were set and later attainment was a matter of faith rather than of

empirical judgment. The qualified leave rate and the qualified participation rate rested upon a foundation which bore little inspection.

It was not surprising that, given the variability in supply and demand of higher education for school leavers, the participation rate was determined politically rather than educationally or demographically.

Cuts imposed on universities in 1981, and now being applied to the college and polytechnic sector, would reduce the age participation rate by about 2 per cent between 1981 and 85, giving a comparable participation rate to that of the early seventies.

But if the number of places on offer to 18-year-olds was kept constant for the rest of the century the APR would have to rise to around 17.5 per cent from 1995 onwards, with the reduction in the cohort, compared to the 14.2 per cent APR in 1971.

To achieve such a figure throughout Great Britain will require a considerable change in social attitudes and an increase in the perceived ratio of benefits to costs associated with higher education.

Popular comprehensive praised

by Virginia Makins

Benton Park School, Leeds "has earned the right to be called a good school", HMI says. It became comprehensive in 1974, and has since become so popular with its "socially advantaged" clientele that it has taken almost a whole extra form of entry over its designated seven forms in the past five years.

During a short inspection, HMI found very good standards of work by pupils at all stages and ability levels, good exam results (the school "judged that its reputation would largely be established by its academic performance"), hardworking pupils and staff, excellent staff-student relations, a wide range of extra-curricular and community activities, and good careers education.

The inspectors have some criticisms of the school's banding policy, which allocates children to three bands on "sometimes meagre" information, and can make subsequent transfers upwards difficult for remedial and able pupils.

They also found too little co-ordination between different departments, and suggested teachers should get together to set language and mathematics policies across the

departments, and explore important topics like multicultural and vocational education.

HMI judged some subjects to be much more successful than others in introducing younger pupils to important general issues: history, geography and biology did it well, but in physics and chemistry pupils had few chances to see the application of the science they studied in everyday life. They also recommend more oral work, especially for older pupils.

Ability spread too wide

Meppershall Church of England lower school in Bedfordshire makes difficulties for itself by splitting its three classes into two large ones, with a big age and ability spread, on four afternoons a week.

HMI suggests that this makes it harder for teachers to use their wide range of skills effectively, and to encourage the children to develop good basic skills and work habits.

The school is in a prosperous village, and changed from a primary to a five-to-nine lower school in 1979. There were 56 children on roll at the time of the inspection. In October, but numbers were expected to rise to 68 during this academic year.

"The building was 'pleasant and

appropriate", apart from the toilet, which were "said to be unnecessary on hot days. Teaching resources were adequate, apart from the "rather narrow" range of reference equipment. The practical mathematics equipment was not used in the lessons.

Basic reading was good, but needed extending so that children turned to books for both pleasure and information. Children were good at arithmetic using "mechanical devices", but less adept at using their skills to solve everyday problems of the school, but art was often better teacher-directed, and might be better linked with other parts of the curriculum.

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SPORT



Should schools catch some of the blame for Botham's disappointing batting performance in Australia?

Minister hits teachers for six



Mr Neil Macfarlane, Minister for Sport, has blamed teachers for the England cricket team's poor performance in Australia and New Zealand this winter. He has also appealed to the MCC for advice on rejuvenating the game in schools.

Opening a new indoor cricket school and community sports centre in East Molesey, Surrey, Mr Macfarlane said many cricket lovers must have been depressed by England's performance.

"I have been concerned for some time to see declining standards in school cricket. Very often staff do not or cannot make themselves available for coaching or umpiring."

There also seems to be a shortage of groundsmen to prepare pitches, he said. In the face of such problems some schools seemed to have given up the game altogether.

It was hardly surprising that fewer pupils were taking up cricket, particularly when the game was faced with competition from so many other sports in schools.

Later in the week Mr Macfarlane wrote to Sir Anthony Tuke, president of the MCC, seeking suggestions on what could be done to revitalize the game at school and junior club level.

"I think we are only just getting over the fairly dismal outcome of the recent tour to Australia and New Zealand. These results coupled with the oft-stated view of many well-known cricket personalities that young players are not coming through to challenge for places has set me thinking."

"I would welcome your thoughts on how Government could perhaps help in the development of cricket at grass roots level... within our schools, because of the shortage of facilities and lack of coaching,

potential players are lost to the game forever. I am very concerned that cricket is not played in many state schools and am anxious to know how you think we can rejuvenate interest."

Teachers connected with school cricket had mixed views this week on Mr Macfarlane's strictures. "There are hundreds of masters giving up a tremendous amount of time for cricket," Mr Kenneth Ingman, head of PE at Carlett Park College of Technology, Wirral, and manager of the England schools under-19 team, said. "But there is a shortage of groundsmen. Nevertheless there is more school cricket now than ever before though a decline in one or two areas has been noted."

At Priestthorpe School, Farsley, near Bradford, the district that produced Herbert Sutcliffe, Len Hutton and Ray Illingworth, the reaction was rather different.

Mr Donald Baddeley, head of this mixed comprehensive, thought a decline in all team sports was discernible in schools and there was something to be said for it. With increased leisure there had to be some cultivation of pursuits which did not need 22 players.

Yet cricket at Priestthorpe was very strong with a representative side for each year, and Ray Illingworth had sent his own children to the school. There was a strong commitment among the staff to the game.

Mr Bob Richardson, master in charge of cricket, said that because of a shortage of groundsmen, staff cut the grass themselves.

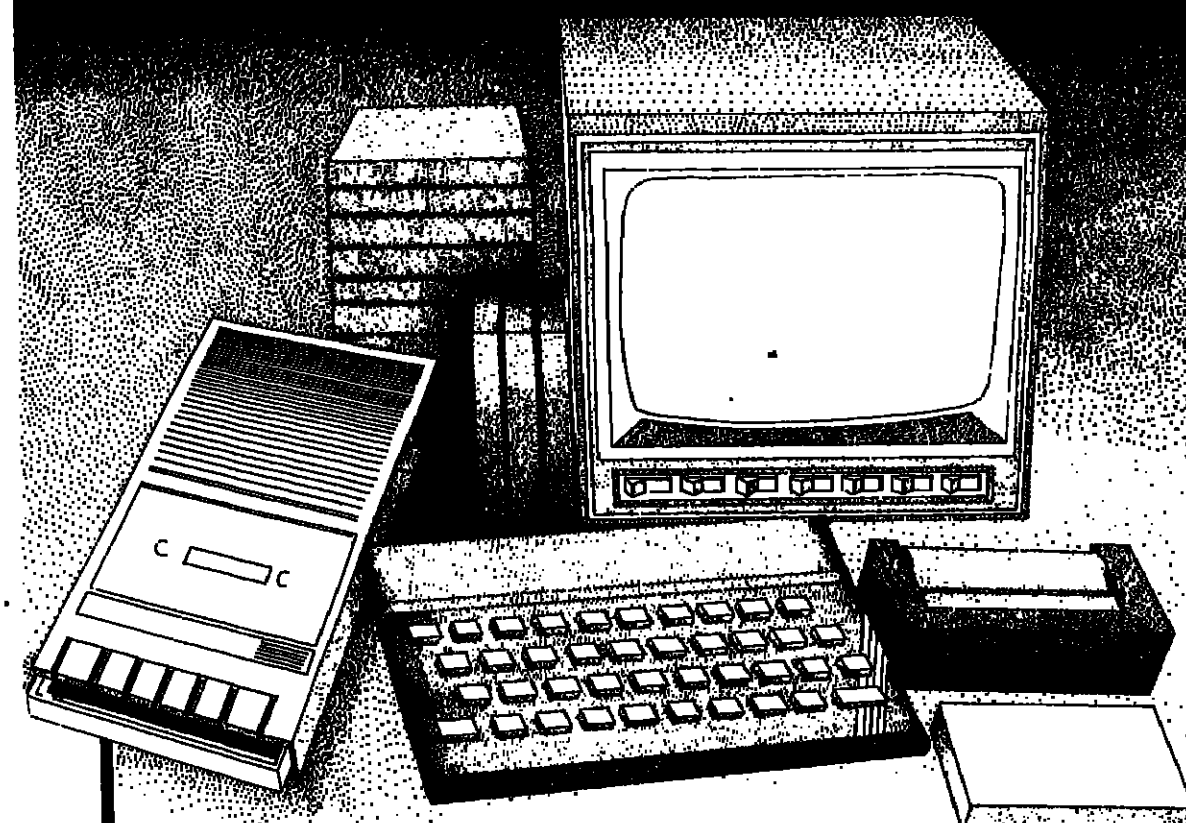
He thought that, compared with 15 years ago, there were definitely fewer school teams. And although support from the staff was good at Priestthorpe he knew of neighbouring authorities where not enough teacher volunteers could be found.

"A game of cricket lasts hours. It's a very time-consuming. I think this may account for an increase in rounders among boys in middle schools."



Mr Neil Macfarlane (left) and the man he has gone to for advice, Sir Anthony Tuke, MCC president.

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Hilary Wilce reports on fears that proposals to offer accreditation - hammered out after year-long talks - would place independent FE in the hands of a 'cartel'

Closed-shop claim over plan to recognize private colleges

A major row has erupted over a proposed new scheme to give national recognition to private colleges.

Critics say the proposals, if implemented, would amount to private further education being run by a "cartel" of interested parties. They also allege that they would make it impossible for new colleges to be set up.

The scheme is being drawn up following the withdrawal of the Department of Education and Science's scheme in April last year for recognizing independent institutions of higher education. At present the only private colleges which can be nationally accredited are those offering English language tuition.

Other colleges which offer a wide range of courses in areas such as accountancy, drama, agriculture and law, have to exist in a free-for-all where the reputable institutions are indistinguishable from the disreputable.

A working party, set up after informal discussions among the various groups involved, has been meeting for a year to hammer out proposals.

It includes representatives from official organizations such as the DES and the Council for National Academic Awards, and from private associations such as the Conference for Independent Further Education and the Conference of Drama Schools.

Its report, which is about to be published, will suggest that a series of separate accreditation schemes should be set up for each sector of education. It will also recommend that a national body should be formed to approve these schemes and to act as a final court of appeal.

However, these proposals have met strong criticism from college heads and other representatives of private further education who have been outside the negotiations.

The Association of Independent Further Education Establishments has complained that any scheme which leaves accreditation in the hands of interested parties is bound to create closed shops.

"It's entirely wrong that trade associations concerned with marketing and promoting the interests of their members should be authorized



Overseas students form a large part of intake for private colleges

as accrediting authorities. It's quite against natural justice," Mr Malcolm Matthews, executive chairman of the recently-formed association, said.

He claimed that only a tiny proportion of the 1,000-plus private institutions has been represented in negotiations, and that colleges which offer a wide range of subjects, such as those his association represents, would be left outside any sectoral scheme.

Mr Matthews also alleged that a proposal that colleges should have been in business for some years before becoming eligible for inspection would make it almost impossible for new colleges to recruit students.

This complaint is backed by Mr Mark Featherstone-Witty, principal of Capital College, London, and a member of AIFEE.

A letter from him to the British Council, which is servicing the

working party, says this would create a situation "in which only rich would be able to start up schools, while the educators with their hearts in the right place, but without substantial financial reserves, would be unable to do so."

Mr John Gardner, of the British Council, said that the working party proposals would be widely circulated for comments and suggestions before any scheme was finalized. Any accreditation scheme put forward by sectoral bodies would have to be approved by the independent national body.

Both Mr Matthews and Mr Featherstone-Witty stressed that they were in favour of an accreditation scheme. The AIFEE has put together alternative proposals which would involve a pyramid arrangement of basic registration, sectoral accreditation and high-level national accreditation.

'Blacklist' defamation claim

A private tutorial college in Bath is considering legal action against the British Council for what it alleges is defamation and loss of business.

Connaught College, which mainly offers law courses to overseas students, is planning action following the publication of a series of newspaper articles in Singapore on private colleges.

The final article reported that the council kept a list of recognized colleges and two "blacklists".

Connaught College's agent in Singapore, Mrs Wendy Kuan, claims to have telephoned the council posing as a student and to have been told the college was blacklisted. The Singapore authorities have refused to allow the college to advertise until it has documents of accreditation.

But there is no system of accreditation suitable for the college. The only recognition scheme for private

colleges in operation applies to English language courses only, and English language teaching is only two per cent of Connaught College's work. A wider scheme of accreditation is under discussion (see above) but has not yet been implemented.

A British Council spokesman said that the Singapore newspaper report had misrepresented what was said by its representative, and a printed apology had been asked for.

Overseas staff held lists of recognized and unrecognized colleges for English language teaching, he said. But until a new accreditation scheme was worked out overseas staff could only tell enquirers that establishments offering other types of courses were either formerly recognized by the Department of Education and Science, or that they were recommended as colleges belonging to the Conference for Independent Further

Education.

They could not use the term "recognized" for institutions outside the English language sector.

Staff had now been told to state that this was an interim arrangement. He denied that the Singapore office had described Connaught College as blacklisted.

Mr David Gregory, head of Connaught College said he was not involved with the council's response to the complaint. Advertisements for private colleges in Singapore and Malaysia had drawn 1,000 enquiries before the current situation had arisen.

A contract with Saudi Arabia had been put in jeopardy by it, and council assurances "his agent in Malaysia had been told within the past few by the council's Kuala Lumpur office that his college was approved".

NEWS

Key role for peace studies, says former Eton head

by Hilary Wilce

It is essential that peace studies be taught in schools, Mr Michael McCrum, Master of Corpus Christi College, Cambridge, and former head of Eton, said last week.

"The future of the world depends on a clear understanding of nuclear threat and aggression," Mr McCrum told sixth-formers attending the annual conference of the Council for Education in World Citizenship.

But a distinction should be drawn between disarmament education and peace education, he suggested, since peace studies had gained "a sinister and undesirable reputation" from their association purely with the unilateralist cause.

"The waters have been so much muddied by bigots and crackpots that anyone is rash who thinks he can see the way ahead," Mr McCrum said. However, no effort could be spared in trying to do this since the nuclear threat would not go away.

Some academically respectable courses had been developed, Mr

McCrum said. The syllabus at Atlantic College, the international sixth-form college in South Wales, looked at concepts of peace and violence in some depth. It covered issues of minorities, industrial relations, the conflict between North and South, and between the Super-powers.

Mr McCrum defended the purely academic role of universities. But he said that schools had been harmed by the dominance of the universities' requirements. There was too much specialization, too early, and many courses were made too academic.

The system of taking three A levels in the sixth-form was "ridiculous", Mr McCrum maintained, but proposals for intermediate exams "have been lying on Sir Keith's desk since he took office".

Britain was highly resistant to change, although it was vital that young people should be educated to expect and cope with change. "All of you should expect three or four

job changes in your lifetime," he told his audience.

Mr Neil Kinnock, Shadow Education spokesman, told the conference in London that peace studies should be taught in schools under the heading of education for citizenship or education "for discernment".

He believed that in addition to numeracy, literacy and communication skills, young people must be educated to think for themselves about major issues. "The opportunity to develop critical, mature and perceptive judgments on issues has got to be a basic part of schooling," he said.

At present such teaching was avoided in many schools because it ran up against "vested interests". "A lot of people are afraid of political education, education for citizenship and peace studies."

Part of the objection was that the subjects were not easily examinable. "But most of life is not examinable and we still have to live it. Education for discernment should be part of the curriculum."

The idea of designating some schools as voluntary aided was to placate the mainstream Christian denominations and provide for Jews and other religious groups.

The conscience clauses of the Act which allow a parent to withdraw a child from religious instruction and protect a teacher in a county school from any obligation to teach religious education would be jeopardized.

The Duke also gave an award to Lord Williams School in Thame, Oxfordshire, which has raised £3,300 for a project for the blind in Bangladesh.

Imagine there's no countries

to the family of the world. The highlight of the week was a big concert in the main hall with our own pupils and 300 from local primary schools. Lessons on poverty, hunger and

pollution kept the global perspective going right through the school year, Mrs Pool said. "We encourage all our pupils to have a feeling of belonging not just to their school, town and country, but to the world at large."

The concert was culminated by a demonstration of Bengali dancing by a group made up of teachers from a local primary school.

The Duke also gave an award to Lord Williams School in Thame, Oxfordshire, which has raised £3,300 for a project for the blind in Bangladesh.

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BARCLAYS

NEWS

Dons on call at sixth-form college

by Nick Wood

Bright youngsters at one of the biggest sixth-form colleges are being given extra tuition by a team of visiting university academics.

About 100 pupils at Solihull sixth-form college, which has 1,150 students taking A levels, are benefiting under the scheme which is supported by a £3,500 grant from the local education authority.

For four weeks this term, 20 professors and lecturers from nearby Warwick University are visiting the college to give lectures and hold tutorials. Some children have left their normal A level lessons to attend the special sessions which have covered virtually every subject on the timetable.

The scheme, which is paid for out of the £8,000 that Solihull has set aside for gifted pupils, has had its problems. Originally, it was planned to send the selected pupils to Oxford's Brasenose College for five days' residential experience in term time, but arrangements collapsed at the last moment.

Labour councillors on the Tory-controlled authority have attacked it, saying that the money would be better spent on the remedial sector which has been 'severely cut' over recent years.

Mr Arthur Frankland, the college principal, denied that the youngsters were being crammed for A levels or Oxbridge entrance.

Lectures and tutorials were intended to provide 'intellectual stimulus' and to raise their sights beyond A levels.



A £750,000 package of educational materials on modern telecommunications has been put together to mark World Communications Year.

The package, assembled by Standard Telephones and Cables, includes the sponsorship of a new telecommunications gallery at the Science Museum in London, opened by the Prince of Wales last week.

Another major element in the programme is a touring lecture on optical communications, with stage and visual effects, which has already

been seen by 100,000 students, and which will be given in London for five days at the beginning of May.

Wallcharts, video programmes and teachers' notes will be available to schools, and the Department of Industry has agreed to circulate copies of the company's educational brochure to schools.

Pictured on the optical communications set which is going on tour are lecture presenters David Brown (left) and Keith Saunders.

DES statistics chart steady growth of English comprehensive system

Grammar school total drops to less than 200

by Sarah Bayliss

The demise of grammar schools over the last two decades and the widespread establishment of comprehensives is catalogued in the latest batch of statistics from the Department of Education. There are now fewer than 200 grammars left.

According to the Department's Statistics of Schools, there were just over 30,000 state and private schools in England in January 1981, including roughly 21,000 state primaries and 4,600 secondaries. More than 3,300 of the secondaries were comprehensives compared with just 200 grammars and 380 secondary moderns.

In 1982, the most recent year for which a complete set of statistics on schools is available, there were more than 8.5 million pupils, slightly more than half of whom were boys. However, more girls' grammar places than boys' had survived - 67,500 compared with 63,000.

The peak year for pupil numbers was 1977 when there were almost 9.1m on roll in English schools.

In January 1981, 472,000 teachers were employed in all sectors including independent, nursery and special schools. In the state primary, middle and secondary schools the teaching force totalled 412,000. Just over 8,000 teachers remained in grammar schools - approximately 4 per cent of all those teaching in the state sector.

Of the 97 English authorities, 33 had retained some grammars. Seven were London boroughs, nine metropolitan districts and 19 counties. The areas which had retained a relatively intact selective system were: Kent (19 grammars), Lincolnshire (16), Buckinghamshire (14), Devon and Gloucestershire (11), Dorset and Liverpool (9), and Telford (8). In the last two years some of these authorities, notably Devon and the Roman Catholic sector in Liverpool, have abolished their grammars in secondary reorganization schemes.

A chart tracing the changing status of schools shows that in 1965 - the year the Labour Government sent out a circular urging councils to abolish the 11-plus - there were 1,180 grammars educating almost 660,000 pupils and employing almost 39,000 teachers. There were almost 3,500 secondary moderns.

Between 1965 and 1970, the number of grammars fell by 205 to 975. The chart bears out the fact that Mrs Margaret Thatcher, the Conservative Education Secretary from 1970 to 1974, approved more grammar school closures than any other Education Secretary before or since. During her administration the number of grammars dropped by 320 to 655. The following Labour administrations, which had three successive Education Secretaries, were responsible for the demise of 400 grammars.

The statistics also reveal the history of middle schools for children ranging in age from eight to 14 years. They begin to take off in the late 1960s, largely as a result of growing pupil numbers in the tradi-

tional primary and secondary sectors. In 1970 there were 136 middle schools, five years later the number had jumped to 1,050 and by 1981 it had risen to 1,412. That figure most represent a peak in their development since middle school systems in several areas have been abolished to cope with falling rolls, and several more await a closure by Sir Keith Joseph, the Education Secretary.

In 1981 more than half a million children were being educated in middle schools and almost 24,000 teachers were employed in them. A regional breakdown shows that 41 authorities, two London boroughs, 14 metropolitan districts and 31 counties out of 97 had some form of middle school in 1981.

The areas with a high number of this type of school were: Surrey (124), Hampshire (81), Humberside (75), Buckinghamshire (76), Staffordshire (69), Leeds (66), Bradford (60), Warwickshire (59), Norfolk (52), Northumberland (47), Shropshire (46), Bedfordshire (43), Hereford and Worcester (42) and Suffolk (40).

The independent sector also enjoyed a peak year in 1981 when it catered for just over half a million pupils - 6 per cent of the total. There were 2,339 independent schools employing about 41,500 teachers - over 8 per cent of the total force. Roughly half the independent school teachers were men, compared with the maintained sector where three-fifths were women.

The independent sector had a high proportion of its pupils staying into the sixth form; over 17 per cent of all sixth-formers were being educated in the independent sector.

A breakdown of numbers of controlled and voluntary aided schools shows that there were 5,416 Church of England schools, 2,508 Roman Catholic schools, 21 Jewish and 42 Methodist. The Roman Catholic sector had grown over the last 20 years compared with the Anglican sector. In 1960 there were about 2,000 Catholic schools which had risen by 500 to 2,508 by 1981. There were 7,446 Church of England schools in 1960, but the figure had dropped to 5,416 by 1981.

On class sizes the statistics show that roughly six out of every 100 primary classes had fewer than 10 pupils in 1981; 14 out of 100 classes had between 11 and 20 pupils; 56 out of 100 had 21-30 pupils and 23 had 31-40. One in 100 primary classes had 41 or more pupils.

In secondary schools 12 out of every 100 classes had 10 or fewer pupils; 33 had 11 to 20 pupils; 46 had 21-30 pupils; 8 had 31-40 pupils and one in every 100 classes had 41 or more pupils.

Statistics of Schools, January 1981. Department of Education Statistics Branch. Plus: Maintained Primary, Middle and Secondary Schools, Statistics for each Local Education Authority, January 1981.

Union set to leave CND

Britain's biggest union for college lecturers looks set to reverse a controversial decision, taken last year, to affiliate to the Campaign for Nuclear Disarmament.

A survey carried out among the branches of the National Association

of Teachers in Further and Higher Education showed 312 branches in favour of disaffiliation and 126 wanting to continue affiliation. Only 48 of the 800 branches supplied figures.

The issue will be decided at its annual conference in Blackpool in May.

NEWS

Angela Neustatter visits a Colwyn Bay independent school which has 'launched' a unique community service project

Damsels to the rescue

The girls at Penrhos College, perched above the metallic water of Colwyn Bay, are prepared at a moment's notice to don pens and exercise books, kit themselves out in lifesaving clothes and launch the school's rescue boat.

The pupils at this girls-only school "man" the rescue service for the local community and they are on a 24-hour alert for 999 calls from the coastguard.

The Clwyd school began its service four years ago under Mr Brian Allen, head of art, who had enrolled as an auxiliary coastguard. He was aware that the area had no lifeboat and suggested to the RNLI at Holyhead that Penrhos College could help. The idea was greeted enthusiastically and the pupils raised money to buy the 14-ft Dory boat by holding raffles and junkie sales.

Most of the girls are eager to join the lifeboat team and regard the rescue work as exciting, but headmaster Mr Nigel Peacock sees the enterprise from a different viewpoint. "I am very concerned that the school should play an active part in the community. I dislike the idea of an independent school living a life of apparently privileged isolation and having nothing to do with its local area."

"This was a valuable service we were able to offer and it is something the girls take very seriously." The girls in the rescue team are, generally, taken from 'sailing families'. They must do first aid training and have at least a bronze qualification in swimming. The girls are not, however, expected to tackle particularly dangerous cases which require a large lifeboat. "There is no doubt that we do sometimes save lives and the girls are very quick and very efficient," Mr Allen says. "But I take



Launching the rescue boat

my responsibility for the pupils very seriously so if there is a situation which seems potentially dangerous I put a call through to Holyhead coastguards."

For all that, they are called out on some difficult operations. Recently they went out to a boat trapped by the pier and had to battle through 8ft high waves. "It was so bad we couldn't anchor," Mr Allen said. "We managed to get a line to the people on the boat, then we had to try and pull them through the surf. It was a tricky exercise with the sea strong and wild."

The most unusual episode, however, involved a yacht heading for the Mediterranean. The couple on board had sold up their home and possessions to buy the boat that was to take them on their "journey of a lifetime". But as they reached Colwyn Bay the yacht's mast got stuck underneath the sea wall.

Mr Allen realized that with low tide coming the boat would not get away and would be broken up, so the girls rescued the goods from the yacht and took the couple in to live at the school while they recovered from their disaster.

More routine are the calls involving surfers in trouble and children carried away on inflatables. The Dory is ideal for these operations being small, lightweight and easily handled by the pupils.

Mr Allen says: "I have a rigorous training programme for the girls and they practice regularly. I feel quite confident about them; they know what to do in an emergency; they can handle the boat well and they are good swimmers."

Mr Peacock, who is now in dis-

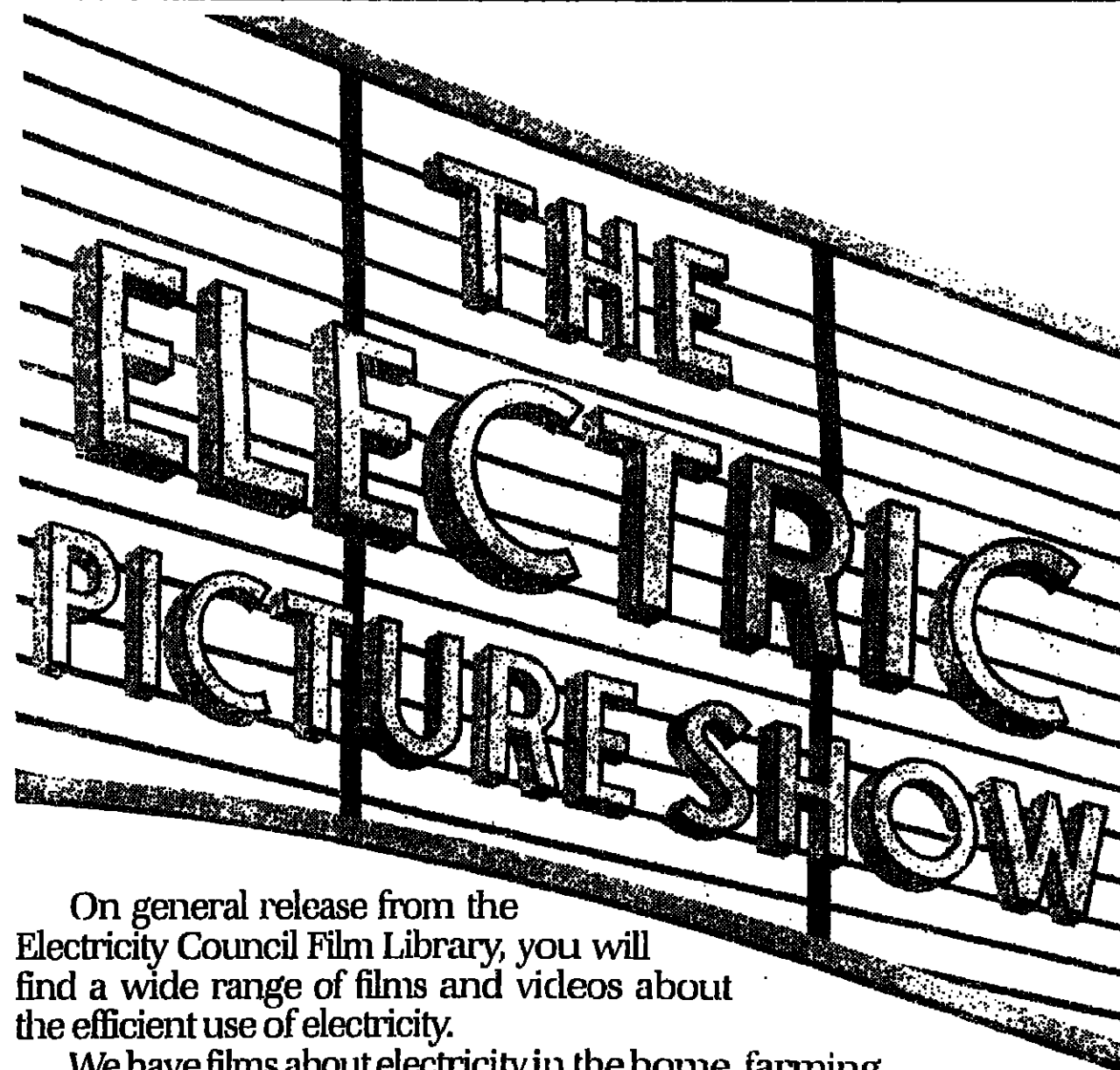
cussions about buying a new, faster boat for the school, sees the rescue work as a significant part of his pupils' education. He says: "I am not interested in educating frail feminine girls who concentrate on traditional feminine matters. I want the girls to be able to do all things - to be competent, efficient and sporty."

I have introduced a number of

things to the school with this in mind: there is a small farm, we have metalwork and some fairly spartan outdoor activities. "Running the rescue boat teaches them a lot about being strong and capable and it teaches them to think about others, to develop a social conscience. The rescue boat is not only valuable to the community; it's valuable to us."



The rescue drills are rigorous and regular



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Send all your Christmas cards before August and your Art Department could win £500.

Here's a competition with a really worthwhile prize - in aid of a really worthwhile cause.

Spirograph and Cyclograph, in association with The Save the Children Fund, are holding a schoolchildren's competition to design a Christmas card for The Save the Children Fund.

The winning entries may be featured on the Fund's 1984 Christmas cards.

Prizes.

There will be first, second and third prize winners in two age groups: Under 9s and 9-12 years old.

A first prize of £500, second prize of £250 and third prize of £100 will be awarded in each age group. The money will then be presented to the schools which produce the winning entries, to be used for departmental development.

Fun-in a good cause.

The 'Make a Christmas Card for Charity' competition is an excellent project for an Art Class. It's simple to enter, and provides an interesting creative challenge with no complicated executional details.

The Christmas Card design must be appropriate to The Save the Children Fund. And the entrant must make use of either Spirograph or Cyclograph - the classic Drawing Design toys - to help create the design.

Full details on participating in this very worthwhile competition can be obtained by sending the coupon below.

But don't delay - closing date for applications for details is May 1st; which means that "last posting dates" for these particular Christmas Cards are getting very close!

To: Christmas Card Competition, 28, Newman Street, London W1P 3HA. Please send me full information on The Save the Children Fund/Spirograph and Cyclograph Christmas Card competition.

Name: _____

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Name of School: _____

Address of School: _____

Block capitals please!

SCHOOL TO WORK

Training programme chiefs step forward

Lady Plowden, the Bishop of Liverpool, and a comprehensive school head are among the chairmen of the 54 area manpower boards which will take over local responsibility for the Youth Training Programme next month. The names of most of the chairmen were announced by the Manpower Services Commission this week.

The largest group of appointments are from the employers' organizations, with the rest divided almost equally between full-time trade union officials and "independent" chairmen chosen by MSC staff.

They include educators such as Lady Plowden, local authority members, retired businessmen, and one former senior official of the MSC itself.

The comprehensive head is Mrs Anne Jones, of Cranford community school, Hounslow, which has pioneered school cooperation with MSC programmes: she and Lady

Plowden head two of the four London boards.

The boards will have, in addition to their chairmen, 17 or 18 members, with five each for the employers and the unions, a chief education officer or other education service representative, a college principal or other teacher, a representative for the voluntary organizations, the chairman of the local committee for the disabled, and two or three local government representatives.

Principal careers officers will have the right to attend meetings when the Youth Training Scheme is being discussed - the boards are also responsible for running other MSC programmes for the unemployed.

It would seem that they could also become non-voting members with the right to speak, because the boards are being left free to co-opt additional members who will,

however, have no voting rights.

Guidelines being issued to the boards appear to allay fears that their terms of reference would make it possible for local MSC officials to bypass them on important projects. The guidelines lay down firmly that the boards must be asked to approve all proposals for big YTS projects or any that are particularly sensitive: officials are restricted to approving purely routine applications.

The boards will, not, however, be responsible for examining proposals for schemes run by national organizations recruited by the MSC's large companies unit, which will be handled by the commission's headquarters working under guidelines laid down by the Youth Training Board. And the commission's chairman, Mr David Young, is reserving the right to override decisions by a board if he thinks it necessary.

The chairmen named

These are the chairmen whose names were announced this week:

Highlands and Islands: Mr D J MacKay (Employer), Chief Executive of Harris Tweed Association, Inverness.

Central and Fife: Dr A Thompson (Employer), Personnel Manager ICI PLC, Grangemouth.

Glasgow City: Mr J M Hughes (Independent), Board of Governors, Langside College.

London: Mr G Wycherley (Employer), General Manager, Motherwell Bridge and Engineering Co, Motherwell.

London and Kent: Mr J Davies (Independent), Director, Foresty Commission, South Devon.

London and Essex: Mr J C MacFarlane (Employer), Director of Sales, Industrial Ltd, London.

London and Surrey: Mr J Henry (Trade Union), Deputy General Secretary STUC, Clapham.

London and Kent: Mr S Melton (Trade Union), Research and Education Officer, General and Municipal Workers Union, Glasgow.

North East: Dr J Whitaker (Independent), Member of SCOTEC.

North East: Mr D E Ellis (Employer), Project Manager of SCOTEC for Dismantled Pumped Storage Power Station.

North East: Mr D C Williams (Employer), Industrial Coordinator, ESC, Ince.

North East: Mrs G M Lyne (Independent), Councilor, Thurston Borough Council.

North East: Mr D P Schwann (Independent), Ophtho, Ophtho.

North East: Mr W J Jones (Trade Union), Divisional Officer, Union of Shop, Distributive and Allied Workers.

North East: Mr E L Archer (Independent), Retired Director of Personnel of Boots.

North East: Mr P L Williams (Employer), Deputy Chairman, Weymouth PLC.

North East: Mr R E Thomas (Independent), Professor of Business Administration, Bath University.

Derby and Somerset: Mr R E Han (Trade Union), Regional Secretary of Union of Communications Allied Trades and Technicians.

Derby and Somerset: Mr J A H Jordan (Trade Union), Regional Secretary TUC, East Angles Regional Council.

Derby and Somerset: Mr J B Shaw (Independent), Secretary, Barons Secor (Independent).

Derby and Somerset: Mr N R E Henson (Employer), IBM resident director for Europe.

Derby and Somerset: Mr R C G Chatterman (Employer), Director Delta Metal, Ipswich.

Derby and Somerset: Mr J B Shaw (Trade Union), District Secretary AUEW.

Derby and Somerset: Mr R E March (Independent), Secretary, County Council.

Derby and Somerset: Mr J A Hill (Independent), Retired Group Planning Director of Babcock & Wilcox Ltd.

Derby and Somerset: Mr R A B Langer (Independent), FSA - Financial Services Association, Exeter University.

Derby and Somerset: Mr D S Barnes (Employer), Director of Speciality Gyroscopic Division, Bristol.

Derby and Somerset: Mr R J Ramsey (Employer), President IFW.

Derby and Somerset: Mr G M Hardy (Trade Union), District Secretary AUEW.

Derby and Somerset: Mr R E Henson (Employer), Chairman, North-Test Television.

Derby and Somerset: Mr R E Henson (Employer), Director, North of England Engineering Company.

Derby and Somerset: Mr V Hart, Group Personnel Manager, (Employer), Support Construction Ltd, York.

South Yorkshire: Mr G B Brown (Trade Union), Regional Secretary UCATT.

South Yorkshire: Mr C N Ribbick (Independent), Secretary, Mr David Sheppard (Independent), Bishop of Liverpool.

South Yorkshire: Mr S B Shuttleworth (Trade Union), Regional Secretary of National Union of Public Employees.

South Yorkshire: Mr M S Bolder (Employer), Group Personnel Director for Alton & Co Ltd, Derby.

South Yorkshire: Mr J M Hardy (Trade Union), Regional Secretary for East Midlands TUC.

South Yorkshire: Mr J C MacFarlane (Employer), South Yorkshire and Gateshead Mr Hardy (Trade Union), Regional Secretary GAWU, Northern Region.

South Yorkshire: Mr N Kitter (Trade Union), Executive Committee Member, ASLEF, Eastern Region.

West Yorkshire: Mr C M Fenton (Employer), Managing Director BMA Group Ltd, Cleckheaton.

West Yorkshire: Mr W L Wright (Trade Union), Secretary, Humberside Association of Trades Unions.

West Yorkshire: Mr J R Wells - Director (Employer), Albright & Wilson Ltd, Cleckheaton.

West Yorkshire: Mr L P Gird (Employer), Personnel Director at GEC Telecommunications Ltd, Coventry.

West Yorkshire: Mr D P Round (Trade Union), Branch Treasurer of EETPU.

West Yorkshire: Mr S Hobbins (Independent), Industrial Captain to Bishop of Lincoln.

West Yorkshire: Mr J C MacFarlane (Independent), President of the National Institute of Adult Education.

West Yorkshire: Mr A Perry (Trade Union), General Secretary, Confederation of Shipbuilding and Engineering Unions.

West Yorkshire: Mr A Jones (Independent), Industrial Coordinator Community School.

West Yorkshire: Mr J C MacFarlane (Employer), Director, Russell and Brandy Ltd.

West Yorkshire: Mr J C MacFarlane (Employer), Director, Russell and Brandy Ltd.

MSC admits doubts on places target

by Diane Spencer

A senior Manpower Services Commission official has admitted for the first time that there is uncertainty about achieving the planned balance of places in the Youth Training Scheme.

Mr David Young, the commission's chairman, and his senior officials have until now discouraged the scepticism of colleges and careers departments in many parts of the country over the prospects of securing

sured, and training workers. She emphasized that education must play a very vital role, but it would be a dream one. "There are no monopolies in anyone in YTS."

During the question session, she denied that the Commission was having difficulty in getting employers to become Mode 2 sponsors. The outlook had changed

The Government wants the Civil Service to take on training under the Youth Training Scheme. The message has been conveyed by the Civil Service staff representatives, who have been told by the management to ignore recent press reports that the Prime Minister is opposed to the idea.

The staff have been told that Mrs Thatcher and her colleagues have decided in principle that Government offices will participate in the YTS, but that the form this will take has yet to be worked out.

The 300,000 places being sought from employers. Many colleges are preparing for the possibility of a last-minute call from the commission for them to sponsor trainees who cannot be found in industry.

The gloomier picture of November and December. The Civil Service would soon be announcing its contribution to YTS, she added.

Mr Ralph Jones, of Langley College, Berkshire, pointed out that many colleges are not even optimistic about getting work experience places under the Mode 2 scheme, given difficulties they already have in running present schemes, he told.

Vice-principals also feared that employers would demand "packages" of courses at the drop of a hat before the YTS was due to start.

Mrs Valerie Baylis, who heads the commission's youth training branch, last week told the Association of Vice-Principals' conference in Manchester that the MSC was "mildly optimistic" about meeting its target, Berkshire, pointed out, amid murmurs of agreement, that industry not know until early summer what adjustment there would have to be between the different types of places (employer-based, college-spon-

The YTS watchdogs

College principals are to form a pressure group to police the standards of the Youth Training Scheme throughout the country.

The Association of Principals of Colleges warned the Government and the Manpower Services Commission this week that it is "not prepared to stand idly by and see the primary purpose of the colleges distorted by short-term ad hoc arrangements where industry has failed to respond to YTS."

In a policy statement, the principals say they will monitor the YTS programmes and evaluate them. They are anxious to see that trainees get the chance to move on to traditional FE courses, which means there must be no mismatch between YTS programmes and college courses.

A regular newsletter will be circulated to colleges highlighting good practice and alerting people to the dangers of bad practice.

Mr Bernard Smith, principal of Vauxhall College, South London, said: "We want to take concerted action throughout the country, we can see the need for us to be at the forefront of this issue."

In their statement, they say that detailed curricula must not be imposed by the MSC, although they agree with the broad aims of the YTS.

Colleges must be involved with local employers or sponsors in developing "off the job" training programmes and matching them to "on the job" experiences, they say. And it is essential that they are kept with current patterns of further education.

NEWS

Defender of his faith

On the eve of the SHA conference, Frank Pedley meets Donald Frith (right) who retires as its general secretary in July



Profile

A year ago Donald Frith, general secretary of the Secondary Heads' Association wrote a "factious" letter to the Education Secretary and released its contents to the press. This raised a few eyebrows in educational circles, particularly among the residents of the DES.

Sir Keith Joseph, it seems, was not amused, and when the two met at a function a little later, he suggested coldly that perhaps the contents would be better discussed with one of his officials. Since the main burden of the letter was that Sir Keith and his advisers had only "two faiths and enthusiasms" (to cut expenditure and to re-fight old battles "about something called 'preserving standards'"), the outcome had to be stalemated. And it was. Indeed, it was clear that both Minister and Department resented this head-on, unprecedented assault which represented a distinct departure from protocol.

What, then, caused such a reasonable man, leading such a rational body of men and women, to indulge in such a bold, not to say hazardous, frontal attack on the Secretary of State?

Donald Frith is the first to recognize that it was born of acute, pent-up frustration. Since Jim Callaghan's Ruskin speech on education, which launched the Great Debate, anyone and everyone has felt justified in attributing all kinds of ills to schools, and they have become something of a scapegoat for the nation's industrial problems.

In such circumstances he sees it as the duty of ministers to help to sustain the morale of the educational world when it is under stress.

In his eyes, Sir Keith has exacerbated the situation by using provocative language. Worse, Dr Rhodes Boyson, a former member of the SHA's predecessor, the Headmasters' Association, has seemed to prefer "raking over the coals of the past", with a liberal use of damaging political slogans, rather than "seeking to win the hearts and minds of the children and their teachers".

Not that Donald Frith would not welcome a dialogue on many issues which demand consideration. For example, the unions are not, he contends, very good at dealing with the vexed question of poor teachers - though they must, of course, represent the interests of their members as best they can. Elsewhere, the sixth-form system needs a lot of discussion; examinations are a constant battleground of conflicting views; and the responsibility of heads for lunchtime supervision cannot be left as it is.

But meeting problems head-on, and facing the challenge together, is a long way from confrontation, which is not the personal or political philosophy which one associates with Donald Frith, who displays a rational attitude to education which does not fit the inflammatory image of the archetypal trade union official.

His career supports that assessment, for before taking up his present post, he had, over a period of 32 years (he is now 64) worked in only three schools, two of them as headmaster.

He was born in Croydon, and won a scholarship from his primary school to Whitgift School, from where he gained a place at Christ's College, Cambridge, taking a degree in Classics in 1940. At Cambridge he came under the spell of Donald Houghton, who later became headmaster at The Lees School and then head of Rydal.

But this was also the pre-war Oxford era of political turbulence, when Donald Frith, like many of his fellows, struggled with his conscience about the morality of war. But during the war he joined the RASC, serving four years in North Africa and Italy.

After the war he taught classics at University College School, Hampstead, under Cecil Walton - "the most impressive head I have ever met" who treated the children

with great respect and clearly had a profound influence on his new recruit.

After three years he was promoted to dean/warden (the equivalent of housemaster), and it is this period which he looks back on with the greatest pleasure.

At 35, he was appointed head of Richmond School in the North Riding of Yorkshire which had had a glorious academic past. Richmond had only 184 boys on its books (the number rose to 280 during his stay), but it also had a delightful setting and this was a happy time for the Frith family.

In 1958 he moved to be head of Archbishop Holgate's School, York, a boys' grammar school with a great reputation. York was then a county borough, and the intimacy of the administration brought close relationships with the two chief education officers of his time, Harold Oldman and Jack Threlfall.

Donald Frith also made his mark on the life of the city. He became a magistrate, heavily involved particularly with juvenile court work, was chairman of the Marriage Guidance Council, and the York Community Council.

But when it seemed likely that comprehensive education would at last be introduced, he felt that since he was approaching retirement, it would be fairer if a new head took over to oversee the change. His successor was, in fact, appointed with this very brief, but Archbishop Holgate's is still a grammar school.

During this period Donald Frith became active in the then HMA and in 1975 he became president. It was not, therefore, surprising that when, after a year in retirement, a vacancy occurred for the general secretaryship of its successor, the SHA, he should consider the challenge of a four-year stint in London. Despite some misgivings about the practical problems involved (the committee from a flat in Tynbridge Wells but retains his home in York), he accepted the opportunity to make an impact on the national scene.

Donald Frith is conscious of the fact that although 75 per cent of his members are heads of comprehensive schools, he has not had that experience. But he asserts his concern for his membership, which includes heads of sixth-form colleges. He spends about three-quarters of his time dealing with the individual queries of members, of which a large number concern relationships with I.E.A.s. The rest of his time is spent on national affairs, including his chairmanship of the Schools' Council's Industry Project.

Donald Frith is, as one might expect, quick to defend schools against the charge that they are responsible for public disillusionment with education. Parents see, a job ticket in qualifications, but are unable to understand that so long as examinations are "norm-referenced" there will be no Utopian certainty of success.

Having said that he accepts that schools must be ready to change, to be more open to the world outside, and more ready to bring in other

MSc for would-be heads

Teachers ambitious for a headship may be interested in a new higher degree course to be put on at Crewe and Alsager college.

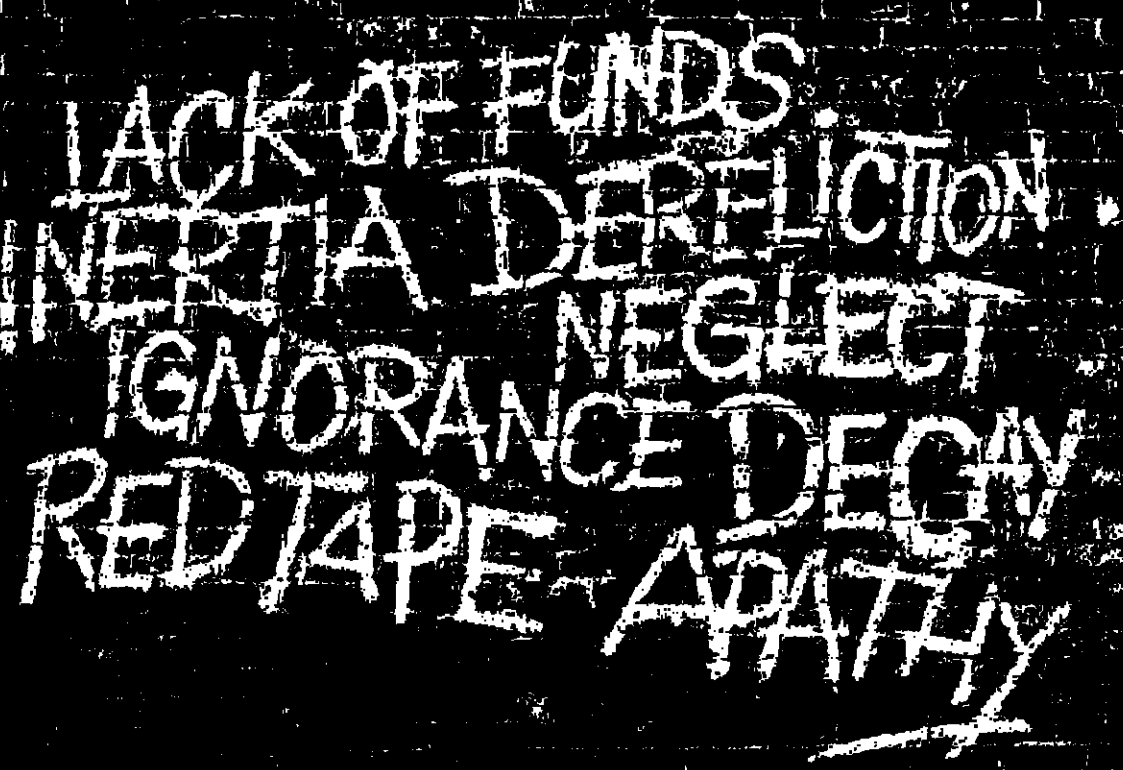
From September an extra year's study will be available to teachers already on the two-year part-time diploma in educational management. The third year will lead to a master's degree.

The college claims its MSc in educational management is the first of its kind in the country. It will be restricted to teachers living within travelling distance of the college.

Sociology study guide

The British Sociological Association has produced a guide for students thinking about studying sociology, and who are interested in the kinds of career that it might lead to.

Sociology: Information and Opportunities is available from the BSA, 10 Portugal Street, London WC2A 2HU.



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Announcements



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Certificate modified

The Youth Training Scheme is now likely to drop the idea of giving all trainees a fully detailed certification of their educational achievements when they leave.

Instead, the leaving certificate may simply indicate that they have met the standards of their particular training scheme.

The importance of providing all YTS "graduates" with a personal written record of achievement has been stressed from the outset by those involved in framing the programme. And they attach particular importance to recording performance in the core areas of number, communication, practical skills, problem solving and planning, and computer literacy, because these are likely to count most as entry qualifications to education and further training.

But now employers' representatives say that most firms lack the time, staff, and money to certify performance in these core areas.

Get stuck into scheme - TUC chief

by Richard Garner



Len Murray

Trade unionists are being urged to "get stuck in" to the Youth Training Scheme, by Mr Len Murray, the TUC's general secretary.

He told the TUC women's conference last week: "If we can get stuck in, we can ensure the YTS is a genuine major advance for young people and - with action to back up our good intentions - for girls, perhaps, in particular."

Mr Murray added: "Unions can and must prevent unscrupulous employers exploiting young people. We have to stop them taking on trainees instead of employees, working them hard and chucking them out after twelve months."

He said that unions had to make sure the YTS "breaks a new ground, opening up opportunities for girls in areas that traditionally have been male preserves and changing men's attitudes on this as well."

The conference went on to give overwhelming backing to a motion urging the TUC to press the Manpower Services Commission only to approve schemes under the YTS if

sponsors had given written commitment to equal opportunities policies. In addition, the motion called for schemes of high quality (including those under the MSC's New Training Initiative) to give increasing access to women and girls to apprenticeships and to all kinds of training and re-training.

Edited by Mark Jackson

OVERSEAS

A long-running battle in the South Atlantic

The Falkland Islands have been thrown into the limelight, reducing the physical and emotional isolation that has dogged their fortunes since colonization, but while the two schools in Stanley represent probably the least parochial and most outward looking institutions in the islands the Camp (settlement) schools suffer badly from the many effects of chronic isolation.

In Stanley, the primary and a secondary school, which cater for 120 and 80 pupils respectively, have excellent teacher/pupil ratios, modern materials and resources - comparable in standards and curriculum to rural British schools.

The secondary school takes pupils up to O levels, although the extension of subject areas is restricted by the size of the buildings and lack of modern laboratories and workshops.

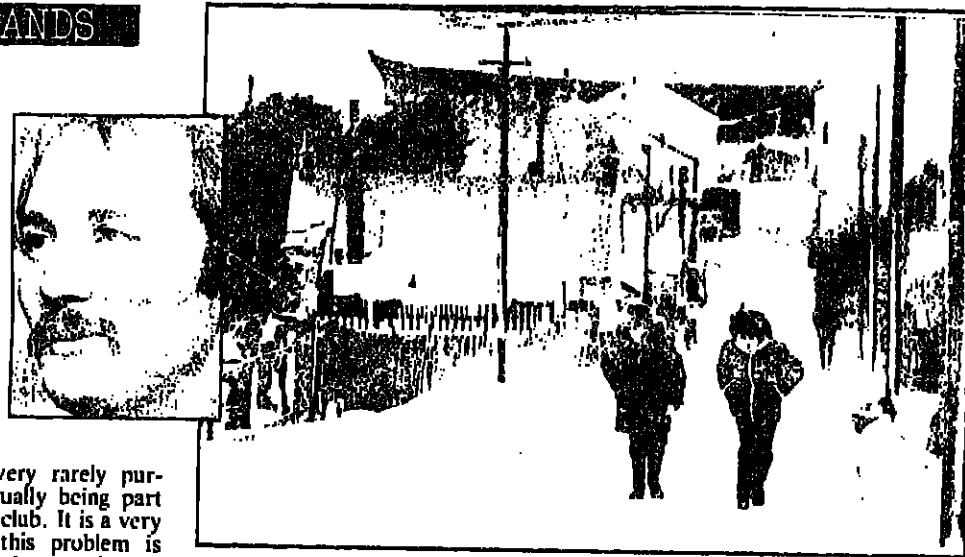
Both schools are staffed by experienced, qualified teachers, the majority recruited in the United Kingdom. There is a small number of local qualified teachers including the recently appointed head of the primary school, a result of an internal move to train local candidates to replace contract posts.

The professional background of the staff, a moderate staff turnover and an active in-service link with Brighton Polytechnic which finished recently, has maintained a high level of expertise and vigorous curriculum development, especially in primary education. The schools have the benefits of modern facilities including microcomputers, courtesy of Clive Sinclair, and video recordings of educational broadcast material. In an environment with a lack of bureaucracy and good supportive attitudes by parents to education, teaching has a certain ideal quality.

However, with very few exceptions this idyllic life at the Stanley boundary. Camp schools exist in a totally different environment, isolated geographically and professionally. The teacher may be taking a class of up to 10 children, covering an age range of 4 to 14 years including his/her own, or travelling between two settlements, spending two weeks in each, eating, sleeping and working with the family.

FALKLANDS

Former Stanley headmaster John Peatfield sets out the islands' crucial future educational needs



Classrooms are very rarely purpose-built, more usually being part of a house or social club. It is a very difficult task, but this problem is exaggerated by the almost universal lack of training and qualification of the teachers.

Employment for Camp schools depends on the farms, which have often linked the teaching job with the role of farm store/book-keeper. Willingness to do the job has usually been more important than level of personal academic qualification or relevant experience.

The peripatetic teachers who travel between the smaller settlements are recruited by the Government. Again the low status of educational provision in the camp has been reflected in the way that recruitment has been carried out, and the attraction of a salary on a lower scale than is paid to qualified Stanley teachers.

Consequently these teachers have been generally recruited from the ranks of adventurers and individuals seeking a change in lifestyle, rather than persons with the appropriate professional background. Recently, there has been an impetus to employ local school leavers, but in at least three cases, the only candidates have had fewer than two O levels.

Needless to say, some of these teachers have risen to the challenge and demonstrated remarkable ability - however it cannot change the fact

that the overall educational standard is low.

Obviously farms and the Government, while seeking to provide the highest possible educational provision to Camp schools, vital to create a stable workforce, look at the relative cost-effectiveness of paying higher salaries to teachers of such low numbers. Then there are the attendant problems of providing good levels of resources, materials and direct assistance over such a vast area with poor internal communications.

These problems of Camp education have therefore become a focal point for a great deal of rethinking, reorganization and the structuring of policies that will create a more unified, improved system. The major objectives have been to provide a better level of direct administration and professional contact for Camp schools and teachers. Alongside this is the development of a correspondence scheme covering a basic primary curriculum for pre-school to eight-plus and hostel accommodation for children from eight onwards, allowing them to attend the Stanley schools.

The first objective was achieved by two methods. First, the department formed a link with Brighton Polytechnic, whereby visiting lecturers assisted in initiating a programme of in-service courses. Since 1979 annual workshops have been held in which the Camp and peripatetic teachers get together with the qualified staff, usually for a week's residential course.

These have been successful in creating a greater pool of shared expertise, experience and increased mutual understanding. One particularly noticeable effect has been the increasing confidence of the Camp teachers to seek advice, assistance and request specific materials from the schools and the camp education office.

The creation of the Camp education office was the second method of improving the professional assistance to Camp schools. Although this mini-department has existed for a number of years it has never been able to get to grips with the particular problems. The appointment of a supervisor with local knowledge and experience was a major step forward, but initially she still had to cope with a difficult, developing task without any assistance.

Ironically, a direct result of the conflict was an increased number of children remaining in the Camp and the Government suddenly provided the office with three extra qualified staff, an essential, if rather belated move, to develop the correspondence scheme.

This scheme will eventually become the mainstay of Camp education. It will attempt to provide a highly structured basic primary curriculum covering pre-school (by providing work for parents to do with their children) through to eight-year-olds. The Camp teachers will supervise this work and be responsible for extension and reinforcement.

The professional staff will monitor progress and produce new assignments, direct contact with children and supervisor will be achieved by radio links and regular visiting.

The development of this scheme is at the moment severely constrained due to the failure of the Camp project (TES January 14), leaving many more children in the Camp than hoped.

The building of a purpose-built hostel has been a plan that has been under way for a number of years. As successive deadlines slipped by, temporary hostel was created to allow the majority of top junior and secondary children to attend Stanley schools. This temporary hostel was wholly unsatisfactory to staff and children and was eventually condemned as structurally unsound.

For the future of the educational system, especially in the Camp, the building of a purpose-built hostel must be seen as top priority among civil projects. Without this, there is little chance that many children living in outlying settlements will receive an adequate secondary education which must be detrimental to the future of the islands as it will continue the dependence on imported expertise.

The extra burden on the Camp education office is delaying the initiation of a full correspondence course, and the prolonged use of temporary hostel accommodation will create unnecessary problems for staff and children in Stanley.

A strong educational system throughout the islands would be as important in creating social stability as the much-vaunted new airport, road system, increased land ownership and fish and chip shop.

More faces, less money

IRISH REPUBLIC

John Walsh reports on the outlook facing the country's new Minister of Education

Irish educational administrators have been reminded once again that they face an unusual challenge in the European Economic Community - a rapidly rising school-going population.

While elsewhere throughout the community enrolments are rising very slowly, are remaining static, or are declining, in Ireland the picture is completely different, according to a national report.

The study predicts a growth in enrolments of between 9.3 per cent and 11.1 per cent in the decade 1981-1991. It says that full-time enrolments at all levels could reach the million mark by the end of the decade.

To put this into perspective and show the relative youthfulness of the Irish, the total population of the country is expected to be in the region of 3,828,000 by 1991.

Admittedly, the projected enrolment increase is lower than the 17.4 per cent recorded during 1971-1981, but the draft report, prepared by Mr Denis Murphy, Galway Regional Technical College lecturer, for the National Economic and Social Council, holds little comfort for administrators wondering where to put the extra students.

The increase projected up to 1991 differs from the trend of the previous decade through predicting a proportionately more important role to rising participation rates, particularly at senior level and at third level. There will also be a drop in the numbers of four-year-olds going to school, partly because of changing attitudes among parents and the

greater provision of pre-schooling.

In other words, there will be proportionately more students in the more expensive parts of the system and somewhat fewer in the less expensive areas, and, even as it is, the administrators are finding it difficult to get enough money to finance the system, never mind expand it.

Ireland is locked into the same recession as other countries but its economic problems were compounded in recent years by over-generous pay settlements in the public area and huge overseas borrowings.

Teachers were one group which obtained a substantial salary hike and, at present, pay, superannuation and pensions for all those in the education services account for 81.25 per cent of current state spending in this area.

The new coalition government under Dr Garret Fitzgerald as Taoiseach (Prime Minister) was elected largely on its promises to put the economy right. Its efforts to date to trim public spending in the education and other areas have not been entirely successful.

Because of the future caused, it has had to reverse some of the cuts already announced. It has dropped plans to confine the appointment of

remedial teachers to primary schools with over 300 pupils and this move is being forced into a humiliating turn over the introduction of school bus charges when it agreed to exempt all children of medical and holders (about 40 per cent of bus travellers). It has also softened a little on the planned widening of the pupil/teacher ratio.

The Education Minister, Mr Gemma Hussey, was initially taken by surprise at the vehemence of the public protests over cuts in his department. But she was well used to cries of outrage when she announced one of her latest measures - the postponement of the introduction of oral tests in modern language examinations.

And she can expect further protests, this time over the Government's decision to call a halt to planning on the biggest educational project ever proposed in the country - the IR£40m new engineering school at University College, Dublin, for completion by 1987, but the position is being reviewed.

The new school was due to replace an existing overcrowded and old building, originally intended to cater for 200 students but now coping with four times that number.

With a worsening economic outlook and a school-going population continuing to rise inexorably, Mr Hussey clearly has a difficult task ahead. One previous minister summed up her dilemma succinctly when he said that in Ireland "we will never run very fast just to stand still."

OVERSEAS

Guns still come before better schools

This year marks the 500th anniversary of the first colonial conquest with Angola. It is unlikely that the Marxist-orientated MPLA government, which took the reins of power after the departure of the Portuguese in 1975, will be celebrating this fact.

Since that date continual civil war - later against the South Afri-



● Above: a village school and (left) kindergarten in Central Province

ANGOLA

Why a revolution puts arms before the child. Alec Fyfe reports

can-backed UNITA forces - has crippled the economy of potentially one of the richest countries in Africa.

Of the 7.2m population an estimated 42 per cent are children and it is the children who have been the tragic victims of this situation. Angola presently spends 25 per cent of its budget on defence and the Vice-Minister of Planning announced

in February that there were no plans to build any new schools in 1983. This, despite the acute educational needs of this young independent nation. In 1981, only 15 per cent of the budget was spent on education. Of the 25,000 teaching force at independence, only 7 per cent were trained. Literacy is still at only 22 per cent.

Since 1975 there has been a rapid

rise in primary school enrolments to the present 1.8 million. There are now 40,000 teachers in 7,800 schools. The largest category of foreign workers in the country are in fact teachers.

For those fortunate enough to enter the school system, the experience has been likened to daily culture shock, for a recent survey found only 14 per cent of pupils had Portuguese, the official language, as their mother tongue. In any event, 70 per cent of pupils, aged 10 to 14, drop out of the school system.

The South African invasion of the south in 1981, combined with drought, has produced in the central provinces a displaced population estimated at more than 650,000, 40

per cent of whom are children. The problem of special children, those orphaned or abandoned, is especially serious. The Secretariat of Social Affairs, the responsible government agency, has only five experienced educators to administer 35 special homes for 3,600 children. In addition, there is the problem of more than 45,000 refugee children from neighbouring Zaïre and Namibia.

Despite these acute problems, the Government has clearly shown its intention to invest in its children as the nation's future. The aim is to provide eight years of free and compulsory schooling for all over the age of six. A pre-school system is being developed to assist working mothers in particular.

Other hopeful signs emerged from a national workshop on the child, held in Luanda last month. That the final session should have been presided over by Lucio Lara, the party secretary, and second only to the President in the Government, is indicative of the high priority accorded to child welfare. It is hoped that a National Commission for Children, which has now been established, will provide a more coordinated approach to improving basic conditions for children.

A national census planned for 1984 ought to harness more accurate data to this state machinery. But clearly the most critical resource for the Angolan child's development is peace, and that is ultimately contingent upon an early resolution of Namibia's future.

Sweeping away the British inheritance

KENYA

Irungu Ndirangu reports on widespread reforms of the education programmes

Kenya has launched a massive and far-reaching reorganization of its education programmes.

The kick off was announced last month by the Kenyan Basic Education, Minister Professor Jonathan Ng'eno, who said the Government has accepted a new programme based mainly on the American and Canadian systems.

Mr Ng'eno said that, starting next year, Kenyan children should go into a system of eight years of primary education, four years of secondary school education and four years of university education.

The Minister said the new programme replaces the 20-year-old system of seven years of primary education, six years of secondary education and three years of university education.

This system was inherited from the British at independence in 1963. The first part of the old system to go was the Certificate of Primary Education Examination (CPE) which is taken by 11-year-olds after seven years of primary education. Through taking this examination the pupils seek entry into secondary schools.

But only about 14 per cent of those that ever sit it each year ever find places in secondary schools. The rest are lost from the school sector into the informal sector of the economy.

Also due to go are the A level

examinations, through which students seek university entry.

The new programme will reduce the number of examinations in the system from four to two. At the top of primary school, pupils will now sit for a new examination to be called the Kenya National Primary Examination, KNPE.

The implementation of the new programme comes on the heels of the sacking of the Secretary to the Kenya National Examinations Council, Mr Ben Makau and his deputy Mr Njoroge. The two officers were fired without explanation.

The Kenya National Examinations Council is a state organ responsible for setting, marking, administering and releasing all public examinations in the country. Its secretary is the top official who is appointed with the approval of the Minister for Basic Education.

The new system is expected to impose severe strains on the education administration in the country.

Announcing the measure, the Minister said the country will need another 10,000 teachers, plus extra classrooms, and furniture, and an extra 10 teacher training colleges to train this army of teachers.

The government has been looking for aid from such organizations as the African Development Bank, UNESCO and countries like Britain without much success.

Observers feel this may not be the right time to introduce such an expensive programme. The economy is already in deep recession and a ban has been imposed on the importation of many consumer goods to preserve the meagre foreign exchange available.

The Minister did not indicate whether a curriculum has been developed for the extra class in primary school or whether a new curriculum has been developed for the secondary schools.

Lecturers at both the University of Nairobi and Kenyatta University College are worried about the quality of students they will receive from high school.

In the past, forms five and six were used to prepare students for university education. Now the students will enter university without this preparation.

AUSTRALIA

Fashionable language

The study of modern languages for the Higher School Certificate has come back into fashion in New South Wales.

While more people are studying traditional languages such as French, German and Latin, the real growth is in ethnic community languages. NSW schools offer 26 languages, including Estonian - which last year had two students and thus the smallest enrolment in the Higher School Certificate - and Macedonian, which was examined for the first time last year and had nine students enrolled.

In 1982, 21 per cent of HSC students took a language, compared with 14.8 per cent in 1978. The study of Greek, Italian and Spanish, the languages of the biggest non-English speaking immigrant groups, has become increasingly popular. Enrolment in Italian has nearly doubled in five years from 285 in 1978 to 538 in 1982.

In New South Wales, Italian is the fourth most popular language for study, following French, German and Indonesian in that order.

New South Wales is the most populous Australian state with more than a third of the nation's 15 million people.

According to a Commonwealth Department of Education national survey of languages available for study to matriculation level, many of these community languages are replacing the traditional language subjects in popularity.

But the introduction of community languages has not been without problems. The board of senior school studies, which is responsible for the HSC, was forced to bow to political pressure in 1981 and "create" two separate languages, Serbian and Croatian.

This was done to assuage the feelings of the two traditionally hostile Yugoslav ethnic groups, despite the fact that most linguists argue that Serbian and Croatian are the same language, but written in different alphabets.

One is written in the Roman alphabet (Croat) and the other in the Cyrillic alphabet (Serbian).

Bill Purvis

Travel

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MPs defy protests over cuts

NETHERLANDS

Parliament voted for additional cuts to the 1983 education budget last week despite angry demonstrations by teachers, pupils and parents.

The original budget, one of the most controversial in recent years, proposed to cut Dutch educational spending by £205 million. Nearly a third of this was to be met by trimming the salaries of education personnel by 1.85 per cent - a move which last autumn incited thousands of teachers to strike for a week.

The latest round of cuts totalling £59m includes increasing primary

classes from 30 to 32 (a £22m saving).

Mr Wim Deetman, the Education Minister, had proposed scrapping PE lessons from the timetable of intermediate vocational schools and the top classes of three secondary schools.

But Parliament accepted an amendment proposing that 800 PE jobs be saved at the expense of increasing secondary school class sizes.

Other measures include a 25 per cent cut on special transport for children in special education and phasing out some secondary special schools.

Lynn George

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TALKBACK

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A one-day free seminar for teachers will be held on Friday, July 8th, 1983 at a number of youth hostels in England and Wales. The day's programme will cover organising hostel visits, resources and facilities available indoors and outdoors and the educational benefits of youth hostelling. LEAs have been notified and asked to consider releasing teachers to attend. Please send the coupon for further details.



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THE ARTS IN SCHOOLS

(GULBENKIAN FOUNDATION, 1982)

Tues, 29th-Wed, 30th March 1983

Lady Spencer Churchill College, Wheatley, Oxford

A debate on National and Regional Policy in Arts Education

Speakers include: Ken Robinson, Peter Brinson, Tim Brighouse, Malcolm Skilbeck, David Aspin, Desmond Nuttall, Robert Dupey, Sonia Reid, Rod Wells, Bill Dulton.

A limited number of places available at short notice - accommodation by arrangement. Immediate enquiries to Jane Kennedy, Lady Spencer Churchill College (Wheatley 2961)

In reply to the article *No Marks for Swots* (TES January 21) I would like to correct the uncomplimentary picture of the comprehensive system painted by Mr Glenn Turner. The article was read during school assembly at Cheney comprehensive school and my feelings as I listened were of pure disgust. How dare such a learned man criticize a system of which he knows very little?

He did research before writing his book, but this seems to have done no good due to his unfortunate choice of school. If he - as would have been more sensible - observed more schools over a wider area he would have found that the school he writes about is not, to use his own words, "the norm".

Instead, he would have discovered that such behaviour as he described does not occur throughout Britain's comprehensive system. He would also have found that the work-conscious majority are allowed to study, and are

Full marks for swots

HAYLEY YERNEY

rewarded with good exam results. The reluctant ones are made to work and hard luck on them.

The idea that pupils have to rebel against teachers to prove themselves one of the dossets is laughable. Most teachers at my school can take a joke, keep discipline in the classroom and help out with any educational or personal problems - thus earning the respect of their pupils. The outcome of this is a friendly atmosphere in which rebellion is not necessary.

There are, obviously, bullies and

dossets at this school, but they are so few and are dealt with severely so that many of the younger children are not even aware that they exist.

Perhaps it comes as a shock to you, Mr Turner, that as I study for my seven remaining O levels I find that I am not labelled a "swot". I have not lost any femininity through my achievements and I suffer no harassment from my classmates as they work equally as hard as I do.

I suggest that if Mr Turner would care to rewrite his book he can do all his researching at Cheney school and then let us see if he can find a "work restriction norm" here. As for Nick Wood he can re-title his article "Full marks for swots - they deserve it".

Hayley Yerney is a pupil at Cheney school, Oxford. This is one of more than 20 letters received from her class on this subject.

Turned on creeps

JOHN SHARP



tionally by 34 per cent and never by 4 per cent.

As one would expect, the phraseology is present, but how far is it influential? Pupils were asked how much notice they took of remarks of this kind, and in response 59 per cent said they took no notice at all, 32 per cent admitted to being a little influenced, while 4 per cent thought such remarks influenced them quite a lot and 5 per cent a great deal.

This evidence is of course from only one school and the survey was conducted on an *ad hoc* rather than a thoroughly scientific basis. Nevertheless I believe it supplies some support for my contention that one must not always take classroom banter as an expression of serious views and influences, and that the reality is in fact more complex.

I also asked our fifth-formers if they thought that the disruptive behaviour of others had interfered

with their educational progress. 10 per cent answered not at all, 53 per cent perhaps a little, 29 per cent quite a lot and 9 per cent a great deal.

Pupils were then asked to rate a very important, important or unimportant five positive factors that influenced them when they did work well. The most important was getting a good job, followed closely by examination results; next came getting a good mark, followed by getting on well with the teacher, and last, interest and enjoyment in the work. Obviously the utilitarian ethic is powerful with our pupils, although only 18 per cent and 21 per cent respectively concluded that the last two factors were not important.

Finally, we gave an open-ended question: pupils were asked to suggest any changes or new ideas they would like to see introduced which would help them with their learning. Comments were made by 60 per cent of the sample only. The most commonly mentioned subject was better treatment of pupils by teachers, followed by more interesting presentation of lessons, more effective and strict teachers (which may perhaps be coupled with punishment and removal of disruptive pupils) and smaller classes.

These responses may be taken with the rest of the survey to show that the influence of teachers is more important than the influence of fellow pupils. We should find this heartening, for it reminds us that in the learning process we do make a difference. Pupil performance reflects the quality of teaching, and from our fifth-formers, at any rate, the prescription is clear: interesting and well-presented lessons, pupils treated as human beings with basically good potentialities, sound classroom structures and no-nonsense treatment of delinquents. I am pleased that our pupils present a view of education with which I can heartily concur!

J F Sharp is head of South Park High School, Lincoln.

Electronic workcards

PETER TWITCHETT

I read John Tiffin's recent article, *Nightmares and Micros* (TES March 3), with interest. It raised many questions that need answering but also, it would seem to me, has many misconceptions. This feeling is heightened by having read the views of a number of writers to differing educational publications who have taken upon themselves the role of prophets crying in the wilderness. They seem to see us all rushing "lemming-like" into buying a micro-computer for the sake of it, using it in a mad spurge of activity for a term and then relegating it to the dark recesses of the stock cupboard.

It is worth investigating those stock cupboards, their contents can usually be divided into two categories: those items worn to a frazzle by constant use, which are cheaper to

replace than to repair, and those items which had little educational value but were fashionable in schools with more capitulation than sense of priority. It is into this latter category that people see the micro falling. But they are wrong.

As teachers, how many patient hours have we spent preparing work cards, banda and duplicator stenics? If we piled them all up, how many rooms would they fill? Yet I maintain that the micro can be a "work-sheet" *par excellence*. All those work cards and sheets could be contained on discs or cassettes and guarantee an amazing encyclopaedia of resource for busy teachers. Flash cards? - No problem, and this is only one example. Teachers are resourceful people. I cannot see that they will let a chance such as the micro pass them by.

At the present time schools with computers but lack of programming experience are tapping commercial sources for their program writers in addition to high school computer "naturals", parents and friends, while learning programming skills for themselves in their own time. In addition to this, we can see a

trend emerging among publishers. A lead has been set by Thomas Nelson with its proposed computer program with its proposed computer program with its proposed computer program.

The great need for the uninitiated is to find out what a computer can do, not to usurp teacher skills, nor to give dull repetitive practice to children, but to work alongside the teacher as an infinitely patient and a stimulating motivator. There is a great need for demonstrations and courses led by experienced program-mers demonstrating the versatility of the micro. Too many people are unaware of its educational potential.

In the future of micro-use in schools, the sky's the limit. But it is worth remembering that the computer will only be as good as the teachers who use it.

Peter Twitchett is head of Great Fingborough First School, Stowmarket, Suffolk.

FEATURES



Susan Thomas looks at the perils and rewards of early retirement for teachers

Knocking off early

Since 1977 around 20,000 teachers have opted for premature retirement or accepted redundancy. Some have been out of school long enough to assess the wisdom of their decision. "I didn't want to retire but as the oldest member of staff I felt I should. There's no problem filling my time, but I have to watch every penny... I certainly can't do a lot of the things I would like to."

DES figures show the number of teachers taking premature retirement still rising quite dramatically - from 80 in 1978 to 9,007 in 1982 and the lists of school closures and amalgamations suggest a further rise in 1983. Premature retirement with compensation (PRC) is not to be confused with voluntary early retirement which allows teachers to retire - for health or personal reasons - before the minimum age of 60 and to withdraw their accrued pension and lump sum. PRC, for teachers over the age of 50, is only possible if retirement is on grounds of redundancy or "in the interests of the authority's efficient exercise of its functions".

In practice, this means that teachers taking PRC draw a pension and lump sum calculated on their years of reckonable service plus however many enhancement years the local authority has agreed with the teachers unions.

Local authorities vary considerably in generosity. They are allowed to enhance reckonable service by 10 years up to a maximum of 40 years but tend to be coy about discussing their practice. Area union officials are often the best people to ask about the local situation.

The enhanced pension and the lump sum are calculated on the basis of the best paid 365 days in the last three years of service (thus teachers should be wary of accepting a drop in salary in those last "run-down" years).

Retired teachers receive a pension worth 1/80th of that amount for each reckonable year of service. The lump sum is calculated as 1/30th of the best year's salary for each year of service prior to October 1956 plus 3/80ths for each year after 1956.

In practice this means that a teacher with the maximum of 40 years' reckonable service earning £8,000 receives a pension of roughly £4,000 per annum and a lump sum equivalent to 1 1/2 times the best year's salary or approximately £12,000. The two are actuarially equivalent to the maximum permitted pension (for income tax purposes) of two-thirds of the salary.

In 1981/2 the average male teacher with 35-40 years' service retired on £4,200 with a lump sum of £12,600, says Barry Fawcett, a senior official in the NUT's Salaries and Pensions department.

Women teachers with 35 years and generally lower salaries receive something around the £3,000 mark with a lump sum of £4,500.

Clearly in considering premature retirement the extent to which the local authority is prepared to enhance reckonable service is of paramount importance.

Careful investment of a £10,000 lump sum could bring another £1,000 of income a year and, at 60 and 65 respectively, women and men receive their state pensions. But women who have not paid National Insurance contributions have to wait until their husbands reach 65.

Early retirees should be warned that index linking does not start until a pensioner reaches 55. Then it is assessed and paid up on a compound basis. In a period of inflation this could be disastrous.

Redundancy is a last resort and hotly opposed by the unions if it is against a teacher's best interest but quite acceptable if the teacher is in agreement. Redundant teachers get their lump sum and accrued pension (enhanced in accordance with the particular authority's practice) plus the statutory redundancy payment. This gives one week's pay for every year of service between the ages of 22 and 40 and 1 1/2 weeks' pay for every year between 41 and 65 (for men) and 41 and 60 (for women) up to a maximum of 20 years. Contrary to appearances, according to the NUT, you are not better off taking redundancy than premature retirement and the whole question is a very grey area which should be approached with maximum caution.

Redundancy may soon apply to teachers who have not yet reached their 50th birthday and the problem of surviving on a low, fixed income or finding alternative paid employment becomes more acute.

Mrs S, a widow with 25 years' teaching experience, was made redundant two years ago when she was nearly 60. "The county made up my reckonable service to 28 years. The first thing I did was to blow the redun-dancy money on a trip to Las Vegas - not as extravagant as it sounds - I have relatives there!"

"Then I took stock. I put the lump sum in a building society (most teachers play safe and do that) found that my income would not support the car, sold it and did private tutoring until that petered out. There is very little money for clothes, holidays or luxuries. You don't go wild!"

Mr and Mrs L both taught. As head of science at a local comprehensive he had 40 years' reckonable service. Mrs L, a mature years' service having accepted PRC entrant, had when the county tried to insist she was upset when the county tried to insist that she leave on health grounds, explaining that the DES not the ratepayers paid "break-down pensions". "In the end a medical board found me fit and I left on grounds of redundancy."

They took professional advice about the investment of their lump sums - a third went

into a building society - a third into a scheme paying £400 a year tax free and repaying the full sum at the end of the period and a third into a high yield investment plan.

Mr L's stress-related illnesses disappeared. They take holidays out of season, go out when and where they like. They are happier and healthier and possibly busier than in their teaching days.

Mr B, a deputy head, who retired at 60 with 32 years' service is obliged to do two or three days supply teaching a week to make ends meet. "When we are eligible for state pension at 65 everything will be better - in the meantime it is no meals out or nights away from home, booking well ahead for theatre tickets at £1.50, holidays with relatives abroad and no trips to the Isles of Greece!"

Mr B too took professional advice. Without it he reckons he would have been in even worse straits.

The NUT is used to advising teachers, Barry Fawcett says. "We suggest they look at their assets very carefully, remembering that they won't be paying National Insurance or superannuation or spending much on travel or clothes. They should weigh up the drop in income against free time, a reduction in stress and the expectation of a state pension in a few years. If they decide to retire we recommend that they choose a date and stick to it."

None of the people I spoke to was sorry to have retired. Those with lengthy periods of service were revelling in their new freedom and "taking holidays while the kids are still in school". Those without were making the best of it.

Nobody had problems filling their time with voluntary work and ex-teachers variously reported working with Meals on Wheels, as wardens for sheltered flats and one as a guide for the English Tourist Board. Adult education classes remain popular and have reduced rates for pensioners but not early retirees. The OU has a hardship fund for those on low incomes. The Volunteer Bureau, the CAB and the Samaritans all have a steady demand for helpers.

Earning extra money turns out to be much more difficult. Finding employment is the first hurdle. "You go to the Job Centre and they refer you to the PER (Professional and Executive Register) - then you receive a list of regular listings of available vacancies."

"With 40,000 mid career teachers on the books it soon becomes apparent that the only thing you are equipped for is selling life assurance."

Private tuition is a possibility. Maths, science, languages and the 4 Rs - remedial, reading, writing and arithmetic - are most in demand and bring in anything from £4.50 to £7.00 an hour.

Gabbitts-Thring, the educational trust, offers counselling and a place on its register

of part-time specialists. "At no cost to the teacher" - it's the employing schools (in the private sector) who foot the bill.

There are two things to consider about supplementing your income - National Insurance payments and the Age Allowance. National Insurance contributions are levied on anyone earning more than £29.45 a week.

The income tax Age Allowance is the tax-free income a person of state pension age is allowed. Following the Budget it is worth £2,360 to a single person and £3,755 to a married man. It reduces steadily as income exceeds £7,600, dropping by £2 for every £3 of income. Thus by the time income has reached £8,162.50 (single) or £9,040 (married) the Age Allowance is cancelled out.

The Age Concern booklet, *Your Taxes and Savings in Retirement* gives a lot of useful information. "There is plenty of advice about investment these days - *Money Which*, *Money Mail*, the *Money Box* programmes on the BBC and regular articles in the press," Barry Fawcett says. But in practice small investors have difficulty finding the expertise.

Bank managers are too busy and "too pushy with bank linked insurance". Building societies do not keep pace with inflation and the only thing worse is a bank deposit account.

The answer seems to lie in finding an interested insurance broker who specializes in small and pension investments. *Money Box* recently discussed one scheme which makes use of a tax loophole called *bond washing*. David Gray who runs the commercial Investment Advisory Service for Teachers, is one of those who recommends this for retired teachers paying income tax at the basic rate.

Bond washing means buying government securities (gilts) just after they have paid a dividend and selling them, at a profit, in six months' time, just before they pay the next. The profit counts as a capital gain, and as long as basic rate taxpayers do not make gains exceeding £5,000 a year they are not eligible for capital gains tax or income tax. Nor does this "income" bite into the age allowance.

However remembering to buy and sell at the right time and switching stock when necessary is irksome for the small investor and it is easier and probably safer, to go through a broker. Gray suggests an investment package which gives a return considerably better than the interest paid by building societies. The invested money is always accessible he says and proof against anything but the total collapse of the monetary system.

"That lump sum is often the largest single amount a teacher will ever handle - it should be invested in such a way that it is absolutely safe, readily available and is a steadily growing income, outstripping inflation and net of tax."

He advises keeping a small amount of money in the building society as a cash-over-the-counter emergency fund. "Every retirement is individual and should be discussed with a good broker so that suitable sums of money become available at appropriate intervals - to cover a visit to the family overseas, a special holiday, home conversions. Nowadays we may expect retirement to last 15, 20 even 25 years!"

"As for protecting the spouse, the schemes that allow you to allocate part of your pension to your surviving partner are definitely not value for money. "Much better to keep the full pension and take out adequate life assurance," David Gray says.

"Ideally everyone should assess their financial situation ten years before retirement while there is time to do something about it. "Inertia," he says with poetic sentiment rare in the business, "is poverty's best ally and anxiety's bedfellow."

INFORMATION FROM:

A guide to teachers' superannuation DES publication Mowden Hall, Darlington, DL3 9HG

Your Pensions - a booklet for teachers about to retire NUT publication Hamilton House, Mableton Place, London WC1H 9BD

Early Retirement on Medical Grounds Jewell, Spiers & Spiers £1.95 (£2.20 p&p) Bedford Square, London.

Your Taxes and Savings in Retirement £1.00 Bookshops, Age Concern.

Investment & Pension Advisory Service for Teachers, 208 Station Road, Addlestone, Weybridge, Surrey.

Gabbitts-Thring, Educational Trust, 6-8 Sackville Street, London W1.

FEATURES

What's a nice girl like you...

Eric Midwinter meets the Roedeanettes and wonders why their mums and dads don't want them at home?

Malicious Dame Rumour, or as the head master ruefully believes, malicious Madame Media, has linked Roedean with a whole litany of saints, from Valentine to Tristan, and not excluding Moritz, Paneras and Vitus. Likewise, it is, politically, the citadel of freedom or the bastion of privilege, according to one's side of that ritualistic argument.

In fairness, I should concede that I favour the notion of education as a social principal, like justice or the fire brigade, equitably available to all, rather than as social commodity, like lawyers or sprinkler systems, available on a commercial basis.

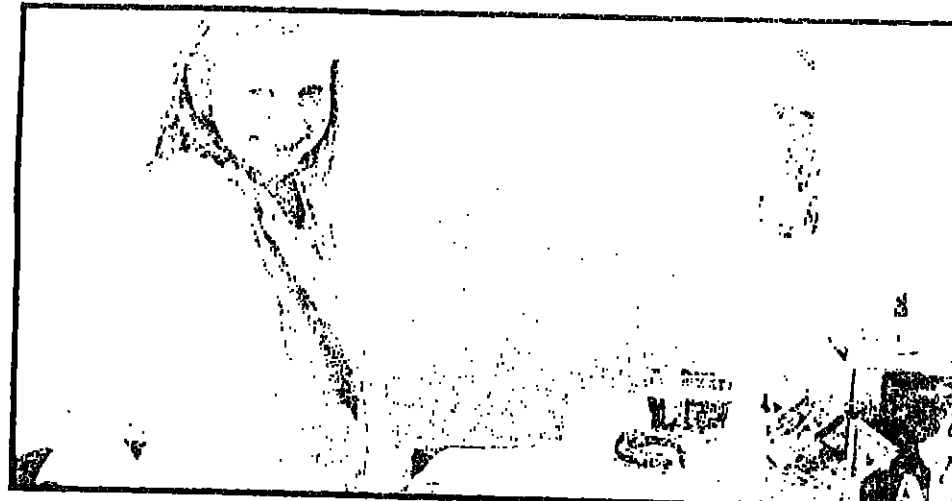
However, my chief concern in visiting Roedean was to clarify my perplexities about the residential theory. Having spent a lot of time and effort in trying to de-mystify schools and open them up to the community, to persuade teachers to engage in realistic dialogue with parents and to cajole parents into a much more active involvement with schooling, I am, frankly, baffled by the siege-like mentality of boarding.

It is, self-evidently, the absolute converse of the community educator's dream, in that it seeks to divorce the children from their homes and neighbourhoods in order to provide a controlled encapsulated system. Roedean's architecture and location underpinned that impression. Imposing, a trifle grand, it frowns over the sea from its elevated perch on the Sussex Downs rather like a distaff Harlech.

Carefully, urbanely, John Hunt, Roedean's headmaster, disentangled me from the mythological debris. Since its formation in 1898, the school has sustained a business-like and serious academic thrust, its focus emancipated woman in important career, rather than posh lady awaiting smart nuptials at St Margaret's, Westminster.

Doctors' daughters, symbolically, form a large minority of the clientele: here are well-to-do professional folk investing in their daughter's economic rather than social futures: after quite stringent entrance requirements, it's a bustling, grafting round of eight or nine O levels, scarcely a sixteen plus leaver, three A levels, and forward to degrees in subjects like law and medicine.

There is a significant leaving of cultural and sporting activity, but Roedean tries to be industrious above all. The prospectus, very properly, speaks of the girls' "working hours".



which is most of them. John Hunt sees the workload, rather than moral shelter, as the governor of the regime.

First parade is 7.45 a.m. for breakfast, and the day follows a balanced routine, including prep and, later, club-like opportunities, until lights out, according to age, between 8.30 and 10.30 p.m.

A self-contained organism of some 500 staff and pupils, locked in pursuit of purposeful objectives, has no casual need of an outside world. The system is not, as in the past, socially penal: it procures a similar kind of tacit obedience by the educational improvement of each shining hour.

Oddly, Roedean is closer to the community school than to the selective grammar school with an enormous catchment area in that the continuity of education morning, afternoon and evening, is easier to maintain. Wanderings down to the flickering lights of Brighton, indeed non-supervised outings of any kind, are largely discouraged. Invariably choice suffers. Its heads down until 6.15 for example, so, *Blue Peter* is out, although everyone watches *Top of the Pops*. No-one has a newspaper round or a Saturday job at Roedean.

The respectable argument is that what John Hunt calls "a sense of completeness" adds cubits to academic stature, in a manner "less ordered" systems cannot manage. A half to

two thirds of the customers end up at university. Conversely, and because the emphasis is much less on a draconian substitution for the home, there is now much stress on parental access. There are five day half-term holidays, two or three weekend leaves a term, and considerable encouragement of visits by parents, especially to concerts, plays, matches and other events. One mournfully suspects that these parents manage to cross the Roedean portals more often than many parents with children at school just round the corner.

But, looked at the other way round, if Roedean feels so strongly that parental involvement is vital, is that participation viable on so fortuitous and infrequent a basis? Encouraging as it is, it is a far cry from the daily involvement of the parents in their children's activities, educational or otherwise. It is a wry paradox that, in the public sector, the residential solution is chiefly used in *extremis*, for children severely handicapped by social, medical or other features. It is a last resort, and, proudly, various agencies are closing down fast dozens of residential institutions in favour of "community care" of one brand or another.

Keeping the family together at all costs is the motto, and, for many of us, the ideal of the family sharing, day by day, the pleasures and problems of its members is very impor-

tant. Doing the homework project together, arguing over the telly programme, listening to the piano practice is what, as the football managers say, it is all about.

John Hunt would, I think, concede that there is an element of social dislocation involved. Perhaps a third of families have the kind of economic lifestyle - the armed services, diplomatic and other foreign assignments, posts with multi-national companies - which suggest to them that Roedean is necessary for their daughters' social and scholastic continuity, just as there are, obviously, some families where the domestic circumstances are such that the residential cocoon offers a much-needed security.

One would welcome a wider continuum of opportunity. It must be likely that, with working and under-employment and technical changes in work patterns away from the large scale factory or office formula, the mock-Caterick institutionalism of the neo-Victorian school will crumble further.

Along with the deployment of micro-technology, the chances for much more home-based learning, distance teaching and resource centre usage will expand rapidly. The interlock of education with home and community will, one hopes, dramatically improve.

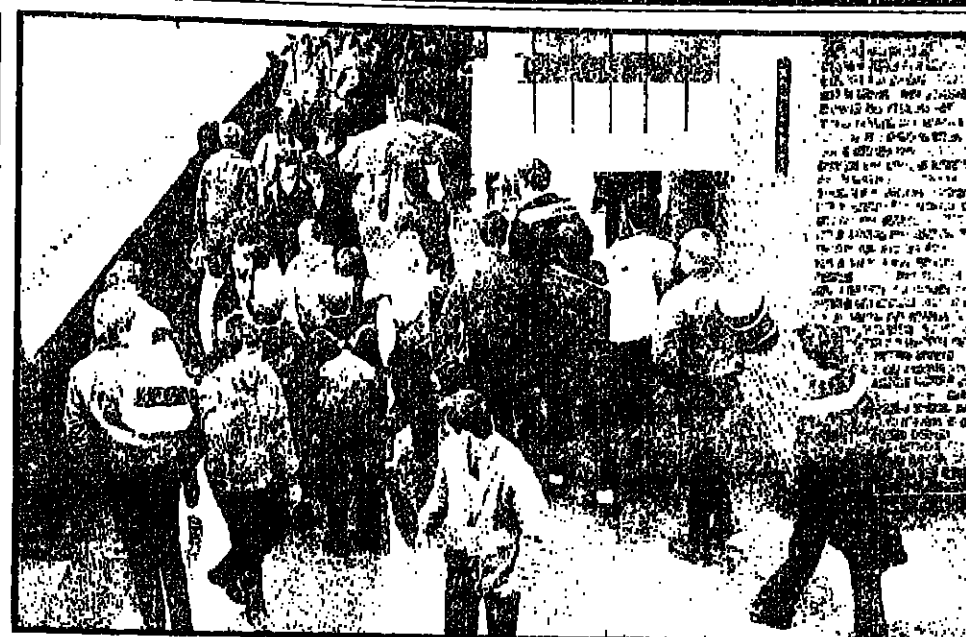
Should, at the other pole, and in the interests of pluralism, the structured programme of the residential model be available? If it's good enough for Helen Kinsey's great-grandmother, perhaps there are youngsters in Toxteth or Tottenham or Tonbridge who would benefit educationally from a state version of Roedean.

One difficulty lies in defining an ideal "boarding" prototype. The figure that began to emerge in discussions - not too private, "a giver, not a getter", a rounded personality, a veritable Tom Brown or Harry Wharton - sounded like the kind of child any teacher or parent would welcome under any dispensation. My own view is that very few children fit a single educational jig. Children need a flexible service, not a rigid system, one that is capable of moving smoothly, say, from formal to informal methods, according to the child's immediate requirement and development. We should suspect any mould, be it traditional or progressive, which claims to provide an overall treatment for the child-client - and, by its nature, the residential model, however sensitively handled, runs that risk.

John Hunt's intriguing dictum is that "the happiest at home is the happiest at school". It evokes the image of the contented youngster, cheerily foregoing the well-received pleasures of the hearth, in order to indulge in the ever-more enriching joys of the cloister. It is something of a contradiction.

John Hunt's opinion is that parents suffer the wrench of boarding more than children who, gregarious and convivial, adapt to the Roedean ethos, leaving behind parents wiping away their tears with the belief that they're doing the right thing and perhaps slightly indignant that their loving daughter isn't just a bit more homesick. This is an alternative view to that of parents plainly relieved to utilise the multi-talented staff and reasonable cuisine of Roedean as a surrogate home for their girls, so that their own social whirl might be more efficiently pursued.

But perhaps the question of whether boarding parents are selfish or unselfish is subsumed by the overriding issue of how, for good or ill, the personal rapport and relationship of the whole family group is affected. Each of the few pupils I noticed at Roedean seemed, as Larry Grayson is wont to remark, "like a nice girl". I strode off into a cold, sea-front breeze, still somewhat puzzled why their mums and dads don't want them at home, with them.



Bigger schools have to try harder
Mike Durham finds

BIG IS BEST

One of the biggest comprehensive schools on a single site anywhere in the country is in an unlikely setting - not in London, Liverpool or Manchester but on the edge of a small country town. The Beacon School, Crowborough, is in the heart of the rural Weald of Sussex. It stands on a wooded hillside with views across pastureland and forest towards the South Coast.

Scenic, certainly - but is big really beautiful? Stuffed into Beacon's 80 classrooms are, at the last count, 2,200 pupils. There is a staff of 134, including part-timers. Beacon may not be the biggest single-site comprehensive as some claim; nobody keeps a record of such things. But it is, to say the least, ample.

If there are problems associated with sheer size in a school, the Beacon has certainly experienced them. But there are also, according to Nick Levine, headmaster, advantages.

That Crowborough (population 18,000) should boast such an establishment is partly historical accident. Crowborough, as Nick Levine pointed out, is the sort of place people hear of but never visit. You could easily drive through the town centre without realising the fact. The Beacon is the town's only secondary school. Crowborough's population growth has been notoriously difficult to predict and short of establishing a second school, the Beacon has simply grown and grown - from a modest 800 pupils 15 years ago to nearly three times the size.

Most of the time the school's two and three-storey buildings radiate a quiet and scholarly calm. But between lessons ten acres of the Sussex countryside erupt into near chaos as 2,000 children and adults battle from place to place. The Beacon is not only large but - a quite separate issue - overcrowded. There is permanent accommodation for only 1,700 pupils. The school's red brick buildings are ringed by no less than 22 prefabs, giving it the air of an educational Bullfinch.

All this will soon change. From September a new lower school for 760 will open half a mile away, linked by a footpath. The Beacon will become a large split-site school, with space to spare. The prefabs will disappear. But administratively it will continue to enjoy the advantages, and disadvantages, of educational elephantism.

The ill effects of overcrowding are only too tangible. Stand at the foot of the staircase at one of the school's crossroads on a rainy day and you will be buffeted by a stream of itinerant pupils trying to get from A to B. The school has devised one-way systems to cope with this and at peak times there are ten minute gaps between lessons. Despite the potential for chaos, pupils and staff manage to remain calm, says the head.

There are worn patches across the grass plots and the evidence of wear and tear on staircases caused by the tramp of many feet. "As soon as you start to stack children on top of each other in egg-boxes, you've got prob-

lems," said Peter Davies, deputy head teacher, gazing at the worn tread of a staircase only eight years old. He pointed out lockers jammed into an odd corner, with the drelet air of a British Rail lost property office. "What does this do for pupils' attitudes?"

Less obvious are the administrative and social problems of size alone. One of the most notorious, of course, is thought to be the likelihood of anonymity among pupils in a very large institution, especially for first and second years. Paradoxically, the Beacon reckons it copes better than many smaller schools. It has met the challenge with a house system, which effectively divides the school into four bite-sized, manageable chunks. On top of this it has devised a tutorial system intended to ensure that no pupil ever goes unnoticed.

The four houses - Ashdown, Innes, Suckville and Nevill - are named after local great families. Their purpose, according to assistant head of Innes, Tim Stickland, is to give pupils "an immediacy of contact within the school" - as opposed to the more usual year group system. The system is familiar enough: all pupils and most staff are assigned a house. There are weekly house assemblies, house activities, inter-house competitions and of course house teams are drawn up for Sports Day.

The tutorial group system superimposed on this is more radical. On entering the school every child joins a tutor group drawn from his or her house and year group. In the first two years this is also the main teaching unit. But the pupils stick with their tutor groups and individual tutors throughout their school career, whatever their classes or chosen sub-



jects. They meet twice daily for registration purposes and tutorial care. The same teacher might well have the same batch of children in this or her care from the first form to the upper sixth.

"Not one kid should be able to say there is nobody to talk to if they're being bullied, or molested, or in trouble at home, or if they don't like their maths teacher," claims assistant head of sixth Ray Hughes, who helps co-ordinate the pastoral care. Tim Stickland adds: "They say that in big schools the kids become anonymous. That's rubbish."

Nick Levine believes the children themselves are rarely aware of the size of the school. Just about the only time the whole school meets together is on a fire drill. There is no hall big enough to take a full assembly - the biggest can only accommodate two year groups: 700 children. Anyway, he says, size is not an issue in children's minds - "Whatever the size of school, ten adults and 50 children are going to be of importance to the average child."

In a big school, in fact, it is not the children who suffer, but the teachers.

The pupil-teacher ratio at The Beacon is the same as at any other school in East Sussex. But Nick Levine feels there are hidden factors to teaching in a large school which make it a more difficult and challenging job. "For example, in a smaller school, guidance

could be focussed on one or two individual staff. Here that responsibility is built into every tutorial job."

At the Beacon guidance is a major operation simply because there are so many alternatives open to each child - one of the advantages of size.

In the third year, every pupil is presented with a fearsome flow-chart itemising all the possibilities open over the next two years, from typewriting and auto engineering to science. Two years ago it was found that of the 380 fourth formers, only 19 were doing the same combination of subjects.

The child must pick six subjects. Far from being left to do it unaided, claims Mr Levine, every child is talked through the decision. From January to March, third-year tutorial groups are engaged on this process daily. Similar in-depth consultations are said to go on before entry to the sixth form and in career guidance. The Beacon offers over 20 A level subjects in virtually any combination.

"We make an enormous investment of time and effort on two things because of the size of the school - helping children to settle in first, and then on guidance with briefings, booklets, parents meetings..." Mr Levine said. "We're forced to think about it. The scope for chaos is so much greater."

There are other hidden pressures on staff. "Economies of scale are easy enough to find. But people are slower to appreciate some of the problems from an administrative point of view - for example, that a head of department's job is more complex in a department of 12 than four. The big school lobby is weak."

Big schools seem to suffer disproportionately



from being under-resourced. Parents' groups may get the impression that a school "has everything" when it actually needs more and bigger resources than usual. So teachers may find themselves not with a surplus of worldly goods, but with a shortage.

Finally, discipline can be a problem - even in sleepy Crowborough. Here the statistics are not on the side of bigness. "If, say, one per cent of pupils are hostile and alienated, in a school this size that means 20 children all reinforcing each other. I think we badly need some kind of off-site facility for them," Nick Levine admitted.

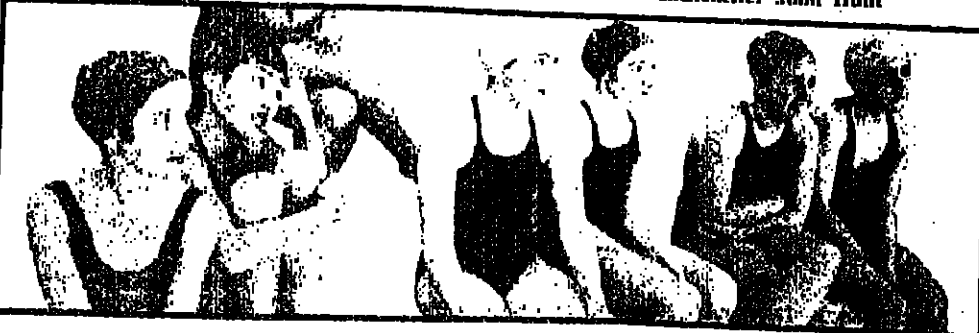
Nevertheless, despite the extra workload, despite problems of timetabling and organisation, despite having to find space for hundreds of lockers and despite the risk of teachers feeling remote and isolated, Mr Levine is quite firmly convinced that Crowborough school is all the richer for its size. It can offer more. And because of the challenge presented, like the celebrated car hire firm, it tries harder. So it beats the small school at its own job.

All of which might come as excellent news to the good burghers of Crowborough, who miraculously keep the school as big as it is. As one teacher put it: "Most people take one look and say 'Where on earth do all the children come from?' All you can see is trees."

...in a place like this?



Headteacher John Hunt



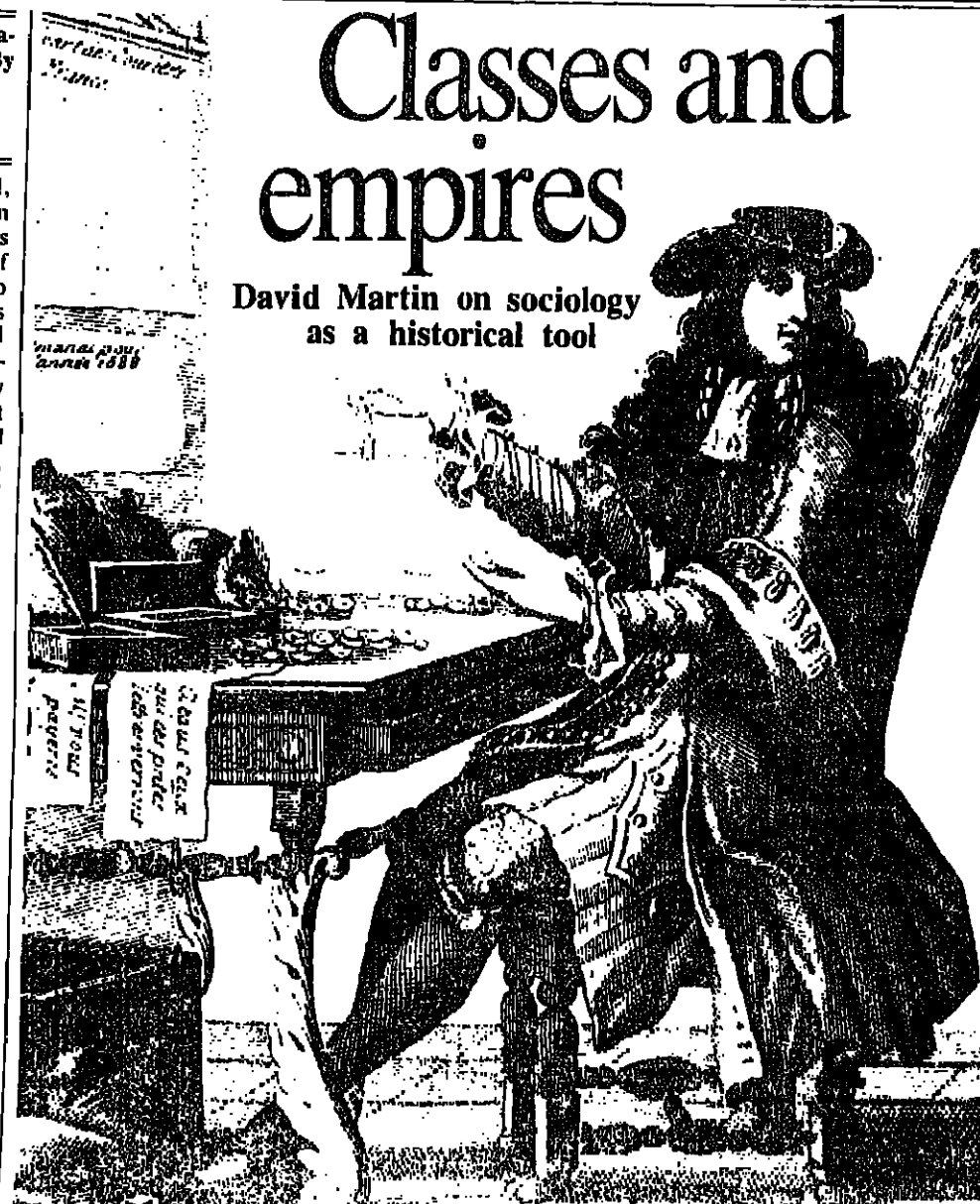
REVIEW

The Wheels of Commerce. Volume 2: Civilization and Capitalism 15th-18th Century. By Fernand Braudel. Collins £17.50. 0 00 216132 X.

In the late nineteenth century, says Braudel, sociology represented a kind of Copernican revolution for social science as a whole. It was a return to general ideas. Historians, of course, often think sociology rather too prone to general ideas and accuse sociologists of having little respect for date, detailed evidence, or narrative. Yet history and sociology, as Braudel says, are at least equally general in their scope, and it is also difficult to see where the scope of the one ends and that of the other begins. The burgeoning, cumulative detail of Braudel's work has the feel of history in its sense of colour, incident, place and time, but as he pushes through towards broad formulations about the preconditions which brought about the modern economy, we encounter the feel of sociology.

Like any sociologist, he shapes his history by setting forth categories. He sees capitalism in relation first to a base of "material life", many-sided, self-sufficient and routine; and then in relation to "the economy". By the economy he means regular, predictable exchanges in local retail shops or markets, and any kind of regular trade, however long-distance, where the itinerant, the calendar and price differentials were known to all the participants. But beyond this prudent equilibrium of everyday transactions, there is a larger scale capitalist world of risk, speculation and potential monopoly. Grain, for example, is not only consumed on the spot, and marketed in a regular way through nearby towns, but also, during the crises of famine, becomes a highly speculative commodity.

The "story" here presented concerns the dynamism and expansion of this speculative capitalist overworld. There are a lot of "sociological" sub-themes in the narrative, moving as it does at different speeds on different levels, and drawing in or leaving behind different areas of the world. One of the sub-themes is the role of religious and ethnic minorities. The successful trade networks, then as now, were often operated by minorities, such as the Jews, the Armenians, the Banyans, the Parsees, The Raskolniki in Russia, the Christian Copts in Muslim Egypt, and the French Protestants, especially after they were dispersed from France. The Armenians, setting out from a small suburb of Isfahan, journeyed profitably to Muscovy, Lhasa, Goa, the Spanish Philippines, Malta, Cadiz, England. The Jews expelled from Spain, Sicily and Naples, dispersed to Hamburg, Amsterdam, Turkey... Trade followed the faith. Dog eats dog, so the coloniz-



Merchant banker, 1688 engraving, and right, "a warning to usurers", fifteenth century woodcut: both illustrations from the book reviewed here.

ers fed off each other. The Portuguese merchants grew wealthy on the riches of Brazil, and the English moved in to control the commanding heights of the Portuguese economy. Then there is the world of the multinational, as much objects of alarm and suspicion then as they are today, sometimes more powerful than whole kingdoms: the Fuggers and the Welsers. There were the great emporia such as Antwerp, Nuremberg, Leipzig. Braudel describes the eruption of precious metals, with its vast infrastructure of human wretchedness in the mines, and the invariance of sugar, black slaves, planters, production

Classes and empires

David Martin on sociology as a historical tool



search for substitutes. While Asia struggled to pay for silver with textiles or vegetable products, spices, drugs and tea, Europe redressed the balance by redoubling her mining and industrial enterprises: a Toynbee-like challenge and response.

The swelling figure of the wholesale merchant came to beset a world where a minute division of labour proceeds from the bottom up: in Rome, for example, pedlars of herring, paper, needles, glass, spirits, second-hand clothes, vendors of every kind of forest and agricultural product, knife-grinders, tooth-pullers, wood-choppers...

Woven into this are the roles of state, church and religion. Religion, which once frowned on usury, carried out an economic aggrandizement as comprehensive as any in recent years. Braudel does not have much time for Max Weber: "There are more things in the world than the Protestant Ethic." How should Catholic Genoa have been "the beating heart of capitalism" or "lazy" southern Europeans have first explored the great routes of the world. Braudel then goes on to give his own explanation of the shift away from the old southern heartlands to what he calls the "ex-colonial" territories of northern Europe. He sees the Reformation as the point at which the Latin cultural yoke was thrown off. None of the epoch-making breakthroughs to the modern world could have occurred, says Braudel, without huge and heritable accumulations of wealth, in a society which, like every complex society there has ever been, was hierarchically ordered. And the only doorway to superior profit levels was long-distance trading.

Here then are all the crucial processes: migration, minority assertion, increasing division of labour, social mobility, exchange (local and international), accumulation and the rise of classes and commercial empires, set in motion for the delatation of any reader interested in how modernity came to be.

Rewriting the Scriptures

James Bentley on the problems he encountered in retelling the Bible for children

When the famous medieval theologian Abelard boasted that he could explain everything, his students challenged him to lecture on the Book of Ezekiel. How to explain the inexplicable remains a formidable challenge for anyone who sets out to elucidate the Bible. When I began to try to rewrite the Scriptures in the language of children, I soon decided that - since the Bible is basically stories - the best approach was simply to tell the stories, and leave the inexplicable to explain itself.

But problems don't end there. Most of us know that the stories about Jesus frequently differ, from Gospel to Gospel. More: there are no less than four separate accounts in the New Testament of the conversion of St Paul, not one of them totally reconcilable with the other three. The same problem occurs in the Old Testament, sometimes at tremendously important points in the history of the Jews. When the Children of Israel cross the Red Sea, for instance, one tradition has the waters divided by an east wind, another makes Moses bring this about by means of his miraculous staff, and a third describes the waters as standing up on either side like walls.

In my view, in telling these stories to children one should unashamedly confute the different accounts. When they can't be conflated, one ought to choose the most striking and especially the most miraculous account. (After all, we're not in the business of explaining the inexplicable!) References at the end of each story ought to be enough to make it clear that the narrative is drawing on several traditions.

Decisions of this kind are unavoidable before trying to retell the Bible, whether for young people or for adults. Having tried to tell Bible stories to children for over 20 years,

I'm convinced that young people are far less shockable than many adults suppose. In any case, anyone who has qualms about the subject matter of some parts of sacred Scripture will produce only a bowdlerized version, not a Bible retold for children. It's vital to set aside squeamishness about such passages as the description in Acts of the fate of Ananias and his wife Sapphira, who refused to give all their money to the common fund of the early Christians:

"Peter said to Sapphira, 'Do you hear those footsteps? They are those of my young helpers who have just buried your husband. The same thing will happen to you.' At this Sapphira too fell down dead."

Youngsters, I think, are well able to take such apparent callousness in their stride.

For some time, though, I did pause over translating for children Mary's words to the angel who tells her she is to have a child. The Authorized Version here has "How shall this be, seeing I know not a man?" Finally, I proved my own point about the open-eyed resilience of today's young people, by asking some nine-year-olds how they would put it. Their general consensus was, "I can't have a baby. I'm still a virgin!"

Of course there are concepts and words that need explanation - "Temple", "prophet", "pharisee", and so on. In adult books I have

always found a glossary at the end irritating. In children's books glossaries are virtually useless. But assuming that children might even read a Bible retold for them from beginning to end, it's simply necessary to wait until the difficult words naturally appear - "Temple" in the stories about King Solomon, who built the first one in Jerusalem, "prophet" when, say, God called the young boy Samuel - before explaining them in the text itself.

Yet the assumption that the Bible can be read through as a single book is a theological one. The only person called James Bentley to make the British Library catalogue before I did also wrote a Bible for children, published in the year 1600. He called it *The Harmonie of the Holy Scriptures*. Even in 1600 he realized that some people might urge that the Bible did not harmonize into one single book. His own view of the Scriptures was that, "as in music, be there never so many parts, yet all must agree and make a perfect Unison".

I agree with my predecessor. But it is a dangerous assumption. Above all, it can be deeply offensive to Jews, if it leads Christians to treat the Old Testament merely as a prelude to the New.

When Adolf Hitler wished to eliminate Judaism from the Third Reich, some of his supporters vilified the Old Testament, as containing only "old wives' tales and stories of

cattle-thieves". They were courageously opposed by Pastor Martin Niemöller, who insisted that Christians should revere the Old Testament as bearing witness in its own way to Jesus Christ as the Son of God. Niemöller's courageous response will not do. Quite apart from the New Testament, the Old stands in its own right and witnesses to its own truth. In my retold Bible I first thought of giving the Old Testament the title, "Before Jesus came". I changed my mind. Jews, I believe, would rightly have regarded such a title as a deeply discourteous error.

The appalling history of anti-Semitism makes this all the more important. Christians need enormous sensitivity even when retelling the New Testament, let alone the Old. Whenever Jesus met a non-Jew, his followers would note it as something unusual. Almost all his ministry was spent among Jews. In consequence, whenever he praised or castigated a person, in context he was usually referring to a Jew.

Over the centuries Christians have misinterpreted the New Testament by fastening on its strictures as if these applied not to the human condition in general but only to members of Jesus's own nation. At one point, in a provisional draft of my retold Bible, in a section called "The Wicked Servants", I discovered I had referred only to bad Jews and not to anyone else.

It was at that point more than any other that I realized the frightening responsibility laid on anyone who tries to retell the Bible for our century.

A Children's Bible, retold by James Bentley and illustrated by Colin and Moira Maclean, will be published by Kingfisher Books, next week, at £4.95.

ARTS

Home Service hearing

Frances Hill on the threat to Radio 4

Radio 4 should be kept as the "mixed speech" network it is, argued Monica Sims, the network's controller, two weeks ago. She made clear, in a paper to the The Royal Society of Arts, that she wholly opposed the recent proposals from Richard Francis, the Managing Director of Radio, to give the channel a new, more "flexible" flavour. She claimed that Radio 4's regular listeners find the "mixed speech" pattern of broadcasting an invaluable part of their lives. Any attempt to make more "flexible" service would ruin that pattern. She claimed too that the BBC as a whole would be impoverished if it did not continue to support this descendant of the original Reithian "Home Service".

On the same day Richard Francis delivered a paper to the Manchester Broadcasting Symposium re-stating his view that Radio 4 should give a more "comprehensive coverage" of news and current affairs than it does now though this would mean often disrupting the schedules. He rejected strongly, though implicitly, Radio 4's Reithian role of imparting traditional "civilized" values. He also appeared to reject the network's importance as companion and comfort to a loyal, devoted listenership.

The conflict between Monica Sims and Richard Francis on the future of Radio 4 goes very deep and raises fundamental queries about the purpose of radio. Can a Reithian role for BBC radio still really be justified? Can a role as supplier of music and speech for specialized tastes be defended? Indeed, can any radio role be acceptable now except that of the supplier of the pop music most people want? Is radio otherwise simply a vestige of pre-television society?

Radio listeners have moved over in droves to breakfast time television. This, it may seem, puts the purpose of radio deeply in question. After all, radio's most clear-cut advantage is that it leaves eyes and hands free while absorbing the mind. Where is the pleasure or point of switching from sound to a visual medium if one only occa-

sionally glimpses the pictures? Yet in America people take it for granted that they get on with their chores with it set always on in the background. If that happened here what can be said any longer for radio's traditionally minor advantage?

Of course a great many people will resist morning television and stay listening to radio. But they may very well be, for the most part, people who listen at other times, too. They will be those who prefer music to speech or else have developed a "habit of listening" that allows them to focus attention on words without wanting or needing accompanying pictures. Though the first group may well be quite large since it includes those who want "pop" in the background, the second is bound to be small. The coming of breakfast television has made even more clear than it has been that radio, except when purveying light music, necessarily serves, when competing with television, very small numbers.

This being so, why not allow independent radio stations to play pop for the masses? Why expensively cater to specialized tastes? As it happens our society seems to accept - reluctantly, sometimes - that people in general should fund what the few think is worthy and wish to preserve. At present, in most people's minds, Radio 3 and perhaps Radio 4 have as much of a right to continued existence as the Festival Hall or the National Theatre. Indeed, the BBC holds a particular place in the national awareness as an entity specially good for the soul. The loss of its "serious" channels, people seem vaguely to feel, might damage our moral and spiritual health.

For those with "the habit of listening" these assumptions are just. Good radio's merits are legion. It presents news and current affairs

in a fuller, more detailed, often more thoughtful, enlightening manner than news programmes on television possibly can, ruled as they are by the need for good pictures. It offers words and ideas in richer, more varied, more imaginative forms than the visual medium. It can present daily plays without breaking the bank. (Television drama costs over £100,000 an hour, radio drama £1,200 an hour.) Besides, words by themselves allow greater imaginative rein than words added to pictures. Radio helps keep the language, and our language-based culture, alive and in healthy condition.

Yet BBC radio cannot afford to continue on four national networks and to increase local stations as planned to the 38 needed to cover the country. For many years now numerous schemes have been proposed to reorganize networks to cut down on costs. Why, instead of such tinkering, should the radical step not be taken of scrapping completely those networks that do what can be done just as well if not better by ILR stations? Why not drop Radio One? Perhaps Two? But if BBC radio catered only to specialized tastes, it is argued, its "improving" and "cultural" functions might finally cease to be taken for granted. And then its very existence might at last truly be called into question.

Could not BBC local radio's continued existence and growth in that case be challenged? The argument that the BBC must be seen to provide for the mass as well as the few does not have very much force in defence of the 38 stations. The numbers that tune in to the 26 that already exist, though approaching a third of the listening public in certain small towns, hardly make up a "mass". The listening figures for big city stations are dismal. But, the BBC argues, its local radio stations provide a quite different service from

the ILR stations. Overall, they offer 70 per cent speech to 30 per cent music. (The figures for the ILR stations are the other way round.) They use the other way round, more local BBC local radio offers more local news, information, current affairs and consumer advice than its rival. At times of local disaster or turmoil, such as snowstorms or floods, it provides vital, moment-by-moment, up-to-date information. Besides, local radio at present absorbs only about £16 million a year of the BBC's budget of about £400 million. (Though the amount will increase.)

Whatever BBC local radio's worth, the BBC is determined to increase it to cover the country from breakfast till bedtime. It is partly because of the consequent need to find programmes to fill up all the additional broadcasting hours a scheme has been mooted, by the managing director of radio, to alter the nature of Radio 4 and siphon off some of its programmes to "Radio 5." (This is a grand-sounding name for the 38 local radio stations.) Radio 4, according to the BBC white paper, recently published, would become a more "flexible" service. It would be "more international" than it is now and would cover "occasions of crisis, important Parliamentary proceedings and so on". It would do this by altering the timing of programmes so that, as Richard Francis suggested in a discussion on radio two weeks ago, *Afternoon Theatre* would change places with *Women's Hour*. Then, whenever deemed necessary, proceedings of Parliament would replace features on Katherine Mansfield or making dill soup. Radio 4 would give up some "elements at the lighter end of the entertainment and drama spectrum", to quote the paper's horrible jargon-filled lan-

guage, to the "Channel 5 concept". In other words old favourites like *My Word* or *The Archers* might go to local radio and leave room for even more parliament or news from abroad.

It is quite clear, from reactions to these proposals in letters to the press and to Monica Sims that nobody except Richard Francis and those who think like him in Broadcasting House wants these changes. Listeners to Radio 4 value its mixture of programmes very highly indeed and have no desire at all for more current affairs on the channel. Most are at home in the daytime and rely on the radio for the stimulation of what is unexpected and novel as well as the reassurance of what is familiar. They would find very irksome indeed both the replacement of scheduled programmes by "instant reaction" to national or international events, except in the case of a real national crisis such as happened last spring, and the widdling of dials to find favourite programmes shunted elsewhere. In any case, it is unlikely that Radio 4 could survive very long in its current, Home Service, mixed programming form once changes began to be made. Audience loyalty would quickly be lost and further moves to more limited programming follow.

The coming of breakfast television may prove of service in the debate on this issue. It may help us to understand that radio, when not simply consisting of pop, essentially is a minority medium. Its value should therefore surely be judged by its cultural worth and the depth and degree of the pleasure it gives, not just by the ratings. Few would dispute that Radio 3 is worth its share of the licence fee. It helps keep our musical culture alive. Radio 4 should surely be viewed in much the same way. It supports our language-based culture. And its loss, in its present mixed speech channel form, would, for its listeners, be equally tragic.

Greek gift

Two months to the day before he died, at the age of 95, the great Polish pianist, Artur Schnabel, was visited by a 13-year-old Greek boy, Dimitris Sgouros, whose own pianistic talents were sufficient for him to play to the old man for several hours. Rubenstein gave him a present of a watch, and observed that Sgouros was likely the best pianist he had ever heard - including himself. Some months earlier, in the summer of 1982, Sgouros had made his Carnegie Hall debut, championed by Rostropovich, in Rachmaninov's Third Piano Concerto, a gigantic work usually left well alone by today's dashing young virtuosi. The fact that he played it all said is remarkable enough, but it is said that a few days before, rehearsal was about to begin for Tchaikovsky's First Piano Concerto, when Sgouros learned that Andre Watts would be performing it two nights later. He chose the Rachmaninov as an alternative, there and then.

Such are the stories which have already grown up around this Greek prodigy - enough to ensure a reputation bordering on the legendary before his career has really begun in earnest. Just when it seemed that Rubenstein, as the last of the great Romantic virtuosos, had finally brought the nineteenth century to a close, a successor has appeared, one hundred years later. Numerous false prophets, products of the international competition business, are consequently going to have to look to their laurels very soon.

It is difficult not to be affected by the discovery of a real virtuoso, and one can imagine how audiences must have felt, anticipating a visit by Liszt or Paganini, yet Sgouros the person (as opposed to the pian-



ist) does not, on the surface, appear extraordinary. He is still at school, with four years to go, and would like to study physics and maths at university thereafter. His life during school terms is, to all intents and purposes, much like that of any other lively 13-year-old Greek school boy. With many of the world's greatest venues and conductors already offering dates, there is no need to rush, and his mother is sensibly restricting appearances to holiday periods. But what of the dedication, the long and arduous hours of solitary practice, or the extra lessons at week-ends? Such pressures have destroyed older and perhaps lesser pianists, but it seems highly unlikely that Sgouros will succumb to virtuosic "burn-out" in this way. For one thing, he rarely practises for an hour or so in a day; for another, he seems to relish performing and rarely suffers from stage nerves. The Rubenstein parallel is uncanny.

His high spirits and unaffected temperament do, however, mask some of the more subtle indications of genius: occasionally disconcerting impatience - here is a person living on a higher and faster plane than most of us - open sincerity about the things he loves (playing the piano, dancing, singing) uncommon enthusiasm, with comments about some lack of maturity and restricted tonal range, appearing more as a token gesture than any serious attempt to undermine his considerable pianistic stature. It seems unlikely that Britain will find it any harder to resist his impact.

Andrew Pegg

CHILDREN'S ART COMPETITION I SEE, I PAINT MUSIC



THE NATIONAL GALLERY
© Dulux

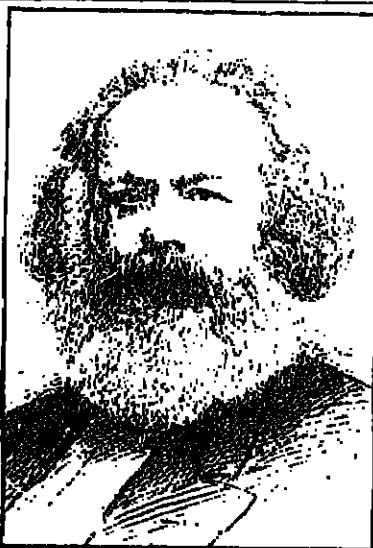
Once again a children's art competition is being held by The National Gallery and Dulux Paints. The competition is called 'I See, I Paint' and the theme in 1983 is Music.

Over £1,000 worth of prizes are to be won plus the opportunity of having your work exhibited at the National Gallery.

For entry forms and details contact:
Education Department (ICI 83)
The National Gallery, Trafalgar Square
London WC2N 5DN. Tel: 01-859 3321
Closing date is
Saturday 30 April

On your Marx

Karl Marx - the Legacy. BBC 2 Thursdays.
Karl Marx: the Legacy. By David McLellan.
From the BBC series written and presented by Asa Briggs. BBC Publications £10.75. 563 2019 3.
Marx, the First 100 Years. Edited by David McLellan.
Frances Pinter £12.50. Fontana £3.95.
Marx 100 Years On. Edited by Betty Matthews.
Lawrence and Wishart £15.00. HS315 565 8. £4.95. 566 6.



David McLellan's refusal to be associated with the BBC television series, *Karl Marx - the Legacy*, for which he was series adviser and for which he wrote the accompanying book (*Guardian* March 15), is very odd in a number of ways.

First of all, the book, with the same title as the series, bears his name as sole author although the title is followed by the statement "From the BBC TV series written and presented by Asa Briggs". So Briggs wrote and presented the series while McLellan wrote the book and acted as adviser to Briggs. As two independent authors who are working in different media and who may well have different views of Marx and his legacy, some variation between series and book might well be expected and indeed welcomed. But in fact, if the first episode is anything to go by, series and book are hardly distinguishable even to the extent of one often quoting the other directly and exactly.

Second, McLellan's substantial complaints about the series seem to be that it fails to do justice to the scale and quality of Marx's thought, and that it identifies his ideas too closely with the Soviet Union as opposed to other communist societies especially China. The former complaint is certainly intelligible to me as an academic but, comparing the first episode of the

series with the whole book, McLellan's account is no better than Briggs'. Equally, nearly a third of the book is devoted to the Soviet Union with less than a tenth on China. It may of course be that the whole series is even more heavily weighted one way, but it does not seem likely.

Either or both might reply that the series is not made for academics and that, even on BBC 2, the starting point has to be pretty low to give the audience a chance. This is a good point but still leaves open the question of how well the job has been done. The answer is, not very. McLellan is one of the leading academic authorities on Marx in this country, and has produced a long series of commentaries on Marx and editions of his works. All of these show him to be a careful, serious and learned scholar but *Karl Marx - the Legacy* is not in the same league.

The problem would seem to lie in the title which assumes that the complicated intellectual structure created by Marx could possibly be adopted by actual regimes without massive distortion and misunderstanding. The substance of what Marx said is irrelevant to so called Marxist societies just as, for example, what Rousseau actually said has no connexion with the French Revolution. In both cases, the importance of these authors rests upon a series of myths which have been associated with their names by prac-

tical men looking for an authority to excuse their actions. The anniversary of Marx's death was too good for television to pass by but nowadays, when tellysions cannot simply be allowed to give lectures, the temptation was too strong to prevent an attempt to fuse some account of Marx's thought with the masses of old stills and newsreels of Lenin and Stalin and Mao and Castro which fill the screen with pictures if nothing else.

The 100th-anniversary of Marx's death industry has, of course, not been confined to Briggs' series and McLellan's book and one of the other products is a collection of essays also edited by McLellan, *Marx, the First Hundred Years*. This contains six essays by leading specialists each of whom deals with some aspect of Marx's thoughts. McLellan's own contribution deals with politics. It covers, in 40 pages and at a more sophisticated level, much of the ground dealt with in the other book at four times the length. Of the other essays, Ernest Mandel produces a remarkably clear and, for its length, comprehensive treatment of Marx's economics. The general standard of these essays is high, and anyone who wanted an introduction to Marx's thought and its impact on the present without expecting every difficulty to have been ironed out would do well to start here.

Another collection, *Marx 100 Years On*, edited by Betty Matthews and written by avowed Marxists. For this reason, it throws a different light on the subject from the other volumes. These essays vary a great deal though among others Gwyn Williams and George Rude do very good jobs on historical aspects of Marx's work, but perhaps the most arresting is Michele Barrett on Marx's failure to be a feminist. She struggles hard to find some redeeming features but firmly comes down in favour of Engels on this question. Her argument is clear and intellectually serious. It is tempting to speculate that if the television series looked at this issue, it would attribute the difference to the fact that Marx was a solid bourgeois monogamist (apart from the maid) from an early age while Engels remained an unattached philanderer all his life.

Carl Slevin

Avoncroft

"One Hundred Ways of Using a Museum" might have been the title for the teachers' day organized by Avoncroft Museum of Buildings in Worcestershire recently. Teachers from all over the Midlands responded to the invitation of the Museum's Education Officer, Jenny Costigan, to spend a day at the museum looking over the 10 acre, open-air site with museum staff, listening to lectures and taking part in discussion groups on the various ideas for project work, in which a visit to the museum could play a valuable part.

The museum was started in 1962 when a group of enthusiasts "saved" a medieval building in Bromsgrove which was to be demolished to

make way for a garage extension. One of 17 buildings of all types and periods which have been re-erected on the Avoncroft site, the fifteenth-century Merchant's House, made an atmospheric setting for lunch with the pan of soup warming on the open log fire and the earth floor and unglazed windows giving a very real sense of the basic life-style of the period. The wholesome bread rolls served with lunch had been made from flour ground in the museum's windmill.

The morning session included a lecture by Eileen Adams from the Design Education Unit of the RCA on "Curriculum Programme Based Upon the Built Environment". The lecture incorporated a wealth of material from her part in a six year pilot project to examine this previously neglected area of art

The afternoon discussions covered a wide variety of ideas from drama schemes based on one or other of the buildings and the lives of the people connected with it, to research topics suitable for senior history students in which Pat Hughes, one of the museum's reconstruction consultants, gave some advice on the types of original documentary evidence to which teachers could introduce their students.

Primary teacher Graham Hodgson from Dudley summed up the general sense of satisfaction with the day's events: "It's given me many more ideas for classroom work in preparation for a day's visit here." Jenny Costigan agreed that the response to this experimental day had been "encouraging" and she hopes it will be possible to include a similar event in future years.

Ann FitzGerald

Visionaries

Heartbreak House.
Theatre Royal, Haymarket.
Lorenzaccio. By Alfred de Musset National (Olivier) Theatre.

Shaw's description of *Heartbreak House* as "a fantasy in Russian manner on English themes" suggests a play conceived along musical lines; short on incident, long on talk; providing numerous cameo parts for ensemble playing. So it is. Written during World War I, and first produced just after that great historical divide, it treats the moral bankruptcy of the pre-1914 generation in symbolist terms through characters with symbolic names: Shotover, Hushabye, Utterword, Mazzini, Guinness. It is an archetypal "house-party play". Shotover's

house suggests Longfellow's "Ship of State" steered uncertainly by an ancient rum-addicted sea-dog seeking "the seventh degree of concentration".

John Dexter's starry production makes Act 1 wonderfully light and comic, and it is a joy to see and hear how expertly even minor characters point, turn and hold the lines. But by the middle of Act 2 the feeling that they are all talking machines is inescapable. What they say is all very well said, worth hearing, but far too long. Its long-windedness, puns and melodramatic flourishes root it in the nineteenth century. In a brilliant cast, Diana Rigg's Hushabye is deliciously exuberant, a real siren; Rex Harrison's Shotover, a remarkably powerful enfeebled visionary.

Greg Hicks' feeble visionary re-creation of Lorenzaccio is the central character of de Musset's closet dra-

ma bearing his name. Paralleling Alessandro de Medici's sixteenth-century Florence with Louis-Philippe's nineteenth century France, it tells how a warped idealist fails to overthrow tyranny by assassination; plus ça change. Even in John Fowles' reduction it is a sprawling epic with an enormous cast many of whom, in Michael Bogdanov's undisciplined production, get by with acting by numbers. John Gunter's Florentine sculptor's gallery design is splendidly effective on first sight but keeps on getting in the way thereafter. Greg Hicks, dressed like the Hamlet some commentators have seen in Lorenzaccio, holds the stage well, as does Basil Henson's lizard Cardinal Malaspina. But it isn't true history, poetry or drama. The sapping rows of empty seats suggest it won't be popular either.

John James

Suiting the action

Romeo and Juliet. Belfairs High School, Leigh-on-Sea.
Touch Down. Plashet School, Newham.
The Reader. Drayton School, Tottenham.
Oh, What a Lovely War. Aylesford High School, Kent.
Work, Boys, Work. Oundle School, Northamptonshire.

In Michael Fry, Belfairs High School, Leigh-on-Sea, Essex is fortunate in having a director who knows his Shakespeare. "Suit the action to the word, the word to the action" - Hamlet's advice to the Players was his watchword in the Belfairs Drama Company's recent production of *Romeo and Juliet*.

Setting it like the recent RSC version, in the present day allowed Fry to make the tragedy into something akin to a television drama. Short snappy scenes overlapped each other on the bare stage. The Capulets' party became a Capulet-n-go-go disco complete with dissonant wallflowers; street brawls were broken up by a WPC straight out of *Juliet Bravo*. And the characterizations achieved by the largely sixth-form cast were equally impressive. Particularly entertaining were Jon Whitehouse, whose Friar Lawrence, hardly older than Romeo, puffed on a crafty cigarette while gathering herbs for a macrobiotic breakfast, and Jason Hall as Mercutio. Bravely accepting the challenge of the Queen Mab speech, he transformed it into a dazzling display of comic mime and acting, beating even that with his attempts to steal the cullery at the Capulets' party. The silver clattered to the floor during his hurried departure, and the moment stole a very successful show.

Given a one-night stand at the Theatre Royal, Stratford East, the kids from Plashet School (as they would doubtless want to be known) were not helped by their audience. Catcalls, chatter and wild enthusiasm frequently drowned the dialogue in their home-produced show *Touch Down*. Owing much to television's *Fame*, it concerned the efforts of 13 homeless dancers to find a place to rehearse. A local authority hall seemed to be the answer - until the girls discovered that it was also used for training by the lads from the local rugby team. Rather too schematic in its scenes of life as lived by a Cockney, an Asian and a West Indian family, the show, do-

vised by Sue Taylor, Maggie Crozier and the cast included a couple of catchy songs and some very slick dancing. Even the audience enjoyed that.

The Reader, devised and presented by pupils at Drayton School, Tottenham was another ambitious social drama. A sort of post-holocaust *Lord of the Flies*, it assumed that after an orgy of biological warfare only pre-pubescent children were left alive. Grouped into warring tribes, their bleak struggle for survival turned even the girls into animals. A frightening prospect, but the pill was sweetened - and the drama curiously diluted - by the arrival of Lewin, the goody-goody Reader. Originally a trusted out-cast (proclaiming outrageous ideas like "Fighting is a waste of time and lives"), he'd not have fared much better in the average school playground than he rose to a position of trust, ousted Hob, the original War-dancer of the tribe, and with the help of the girls eventually replaced him. Impressively staged, *The Reader* succeeded by its creation of a totally alien society. Here the classroom improvisation from which it grew was most clearly evident. Relationships and characterizations were strongly drawn. It was just a pity that the story descended further and further into bathos and quasi-religious sentimentality the longer it went on. Lewin taught his tribe the alphabet so that they could read not just books but "the words of our Fathers". Well, really!

Lastly, a couple of all-singing, all-dancing extravaganzas to cleanse the palate. Left alone, *Oh What a Lovely War* can have the stringency of a dry martini, the force of its message creeping up on the audience when they are least expecting it. Unfortunately, Aylesford Youth Theatre's production at Aylesford High School was interspersed with lectures on the horrors of War quite as predictable as anything Lewin ever said which left little for the play itself to do but intermittently entertain.

Which is exactly what it did. It's difficult to fail with songs like "Goodbye-ee" and "I'll Make a Man of You", but director Michael Page's introduction of a can-can, a German-accented Laurel and Hardy and jarring references to "loose tenants" only distracted from the flow of the narrative. However, a pair of identical twins called Morse were always worth watching (Graham played the Master of Ceremonies, David had a variety of parts) and an all-girl choir dug out on either side of the stage tried hard to jolly things along.

Taking over the Stalls Theatre in the town, Oundle School, Northamptonshire filled the place, fittingly once a nineteenth-century Methodist chapel, with the sights, sounds and smell of Victorian London. *Work, Boys, Work* or "Victorian Nulbert" was a compilation of ballads, songs and sketches which gave a fascinating portrait of all aspects of life in the "great wen" in the 1840s and 1850s - and ample opportunity to a talented cast to sing, dance, mime and outrageously gild the conventions of Victorian melodrama.

Mr Andrew Boucher and Mr William Ward (the former the scruffy-looking Showman and the latter a melodramatist of some distinction) gave particularly good accounts of themselves, but basically *Work, Boys, Work* was an ensemble show, at its best in the set-piece songs, at its very best when the audience was prevailed upon to join in the interminable choruses of "Villikins and His Dinah".

Hugh David



One of the "running patterers" or newswomen of Victorian London, from Oundle School's *Work, Boys, Work*.

Colonel Blood and the Stealing of the Crown Jewels, a new play by Katy Hounsell-Robert re-creating the dramatic story of Thomas Blood's attempt on the Crown Jewels in 1671, is being performed within the walls of the Tower of London from April 4 to 8 at 11.30 and 3.30 each

day. Tickets (including admission to the Tower) are £1.50 and 75p for children under 16, with discount dramatic story of 10 or more. From the Education Officer, H M Tower of London, EC3N 4AB (cheques to Department of the Environment). Tel: 01-709 0765 ext 315.

Continental drift

Europe Transformed 1878-1919. By Norman Stone.
Fontana £3.50. 0 00 634262 0.

This latest addition to Fontana's history of Europe from 400 to 1945 is written with all the verve and vigour that one might expect from the author of *The Eastern Front 1914-1917* and, more recently, *Hitler*. Norman Stone has the gift - particularly for the historian whose work is aimed, as in this instance, as much at the general reader as at the academic - of retaining the same freshness of response to his material after many years researching it as one might expect in a student approaching it for the first time. This zest and narrative tension is so wholly communicated to the reader that he traces the story of Europe's repeated stumblings towards the brink of continental catastrophe and sudden final lurch over into the abyss almost as if he were still unaware of the disaster awaiting the world on a Sarajevo street one hot morning in late June, 1914.

The "transformation" of the title has a double reference: first, and more generally, to the metamorphosis between the map of Europe left behind by the tidings and neat apportionments of the Congress of Berlin, and that to be described as Versailles - with no fewer than three empires lying in ruins; one, Austria-Hungary, already dismantled into a whole series of Slav successor states; another, Russia, having passed from Tsarist to Bolshevik absolutism in a matter of months; and the third, Germany, the battle-ground of Luxemburgian Reds and ferocious proto-fascist *Frelkorps*.

But his "transformation" has also a more local habitation - specifically in *Transformismo*, the contemporary label applied by Italian liberals in the 1880s to the process whereby more and more of their former confederates drifted steadily and ever more steadily away to the right (a defection not exactly inconspicuous in our own country over the last couple of decades). This progressive desertion Norman Stone sees as the key factor in the decline of classical liberalism which is for him perhaps the most significant single pre-war political event in his overall 40-year scenario.

Despairing of scything a completely clear-cut trail through the inextricable thicket generated by the endless fragmentation and sub-division of parties in every major European state, but especially in Germany during the 1880s, he nevertheless makes a very fair fist at it for the uninitiated; and shows how the increasing political polarization of the de-

cade, with socialism pulsating at one end of the spectrum and a new mass conservatism (often highly clerical with traditional peasant support intensified by agricultural depression) developing at the other, was to have profound consequences for the succeeding century. Some liberals, admittedly, managed to defy these powerful centrifugal forces; others, as previously mentioned, were sucked away to the right, or veered off in the other direction towards radicalism.

Remarkably that the prime thesis of George Dangerfield's extremely influential *The Strange Death of Liberal England* - namely, that over at the very moment of its greatest apparent triumph, the electoral landslide of 1906, British liberalism was not merely full of the seeds of its own destruction, but already in steep decline - "has not been very popular among British historians". Norman Stone nevertheless contends that it is not only entirely valid for this country but is extensible, almost without qualification, to all the other great European powers.

An earlier section of the book challenges the notion of the 1870s as a period of "Great Depression". Though unemployment rose and profits and exports both fell, prices fell more sharply still ("In London, a standard loaf of bread (4lbs 5/4ozs) cost 1/5d in 1873, but only 4 1/2d in 1905" - a degree of deflation almost inconceivable today) and not only gave the newly-burgeoning *haute bourgeoisie* an unparalleled margin of disposable wealth but substantially ameliorated conditions for the working classes that might otherwise have proved intolerable. However, because land values fell and the landed aristocracy have never been noticeably taciturn when things are going ill with them, an exaggeratedly depressed view of the seventies has won common currency.

The central chapters of the book deal with the individual fortunes, in turn, of Germany, Russia, Italy, France and Austria-Hungary in the last decade or so before the war. These are couched more in the form of essays than of chronological commentaries. The volume, as enjoyable as it is valuable, concludes with summaries of the Great War (as then termed) and its Aftermath (the resumé of the Russian Revolution, though necessarily highly condensed, is especially vigorous and well-managed) and a brief but effective run-down of the deep cultural changes clustering around the turn of the century.

Martin Fagg

Annual analysis

LTP: Journal of Literature Teaching Politics; No. 2, 1983.
University of Sussex £1.50.
0262 575 X.

This is the second issue of an annual journal devoted to a spirited radical critique of literature teaching, both in the context of "English" and in the fields of modern languages and literacy. The contributions to it are generally well-written, not saturated with jargon and prepared to support theory with example and analysis. The one exception is Jonathan Dollimore's diffuse piece on "Politics Teaching History".

Of course, a journal of this kind, with a relatively small circulation, does not set out to preach to the unconverted and its contributors quite legitimately expect their readers to share some basic assumptions: if you do not accept Alan Sinfield's definition of "reactionary", you are unlikely to wish to adopt his "Four ways with a reactionary text". But even those who would challenge the journal's politics will find ideas that they must at least consider and discuss in Alison White's piece on the concept of "seriousness" in study and

language, while the two articles on literature in the modern language syllabus, by Ulrike Hanna Meinhof and David Forgacs, reflect doubts common to many who teach A level.

Forgacs gives some particularly telling examples to illustrate the assumptions behind literature questions and also the more "neutral" parts of the syllabus, such as prose translation and dictation. Modern language teaching may be a skill language, but it is no more immune from cultural and political influences than the adult literacy programmes considered by Brian Street in an article which should be read by anyone in further education involved in this field.

Robin Buss

Next week

Gillian Peete reviews John Kenyon's *The History Man*, Richard Braithwaite's *The History Man*, David Sweetman on *The Penguin Book of Homosexual Verse*, Hugh David on trends in French textbooks, Anne Jones on work experience for children in secondary schools.

BOOKS

Paperbacks Lives and death

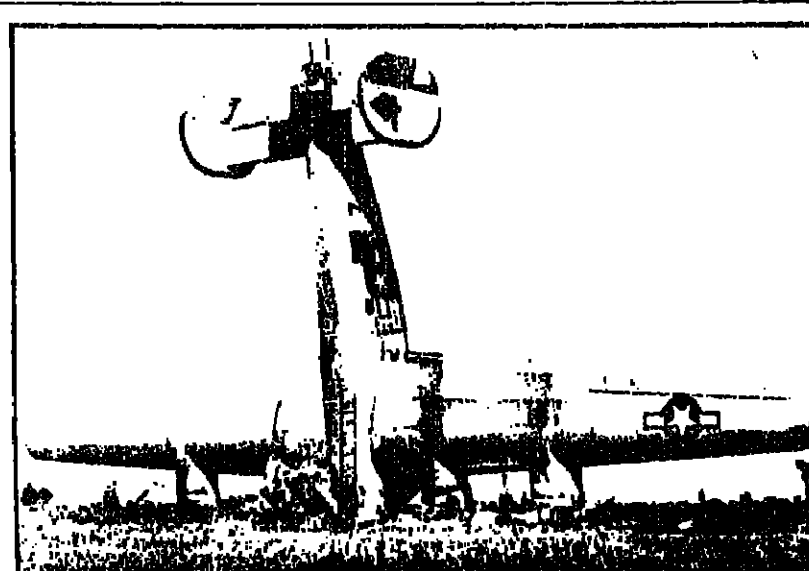
Twenty years ago Philippe Ariès dazzled us with his *Centuries of Childhood*, a book which put paid to any assumptions that childhood was an unchanging condition in human society and instantly found its way into the reading list of every education student. He has followed that achievement with a similarly encyclopedic volume about the opposite end of the life span. *The Hour of Our Death* (Penguin £5.95) is a history of the Western attitude to dying, and the rituals of disposing of the dead and of mourning and remembrance. Once again Ariès draws upon an amazing range of sources in history, literature, folklore and myth. "Death," he urges on the last of his 614 pages, "must simply become the discrete but dignified exit of a peaceful person from a helpful society that is not torn, nor even overtly upset by the ideas of a biological transition without significance, without pain or suffering, and ultimately without fear."

But how can we reach such a calm acceptance when in our own century, sudden and violent death has become not just a by-product of arbitrary tyrannies but part of the regular strategy of sophisticated governments. Tom Bowyer, in his *Blind Eye to Murder* (Penguin £3.95), describes how he was reared to believe that the Second World War had been fought to avenge the millions of victims of Nazi mass-murder. He grew up to realize that, quite apart from the Nuremberg trials and their successors, and apart from the much-publicized tiny minority of war criminals who escaped to South America, many of those who were guilty of "crimes against humanity" had been protected by their British and American conquerors, and that those who dominated the commanding heights of the economy and of banking and commerce in post-war Germany "were very often the same men who had held high positions in the regime which my boyhood heroes had fought to overthrow." He substantiates this argument in a long and heavily documented book.

The case against governments as merchants of death is set out in *A Higher Form of Killing* by Robert Harris and Jeremy Paxman (Penguin £2.50). This describes the history of chemical and germ warfare from the First World War down to the scraps of information that filter out today from the military research establishments of the great powers. These include plans to affect the genetic code of the enemy and the use of ethnically selective bio-chemical weapons. Afghan refugees assert that the Soviet invaders used poison gas, and the authors declare that America's "inadequate" stock of nerve gas "is sufficient to kill the entire population of the world four thousand times over".

Bertrand Russell lived long enough to lose all fear of death as a personal experience but was never reconciled to death as an aspect of foreign policy. In the first chapter of *The Autobiography of Bertrand Russell* (Unwin £4.50), Gladstone comes to tea, and pages later Russell is fulminating about the American use of napalm in Vietnam and campaigning for nuclear-free zones as strategies for survival. "The last half of my life," he declares, "has been lived in one of those painful epochs of human history during which the world is getting worse, and past victories which had seemed to be definite have turned out to be only temporary."

Carl Gustav Jung, another old master of Russell's generation, ranged like his one-time collaborator Freud, far beyond psychiatry. His early work on schizophrenia led to his theories of a collective unconscious which embodied "primordial images" or archetypes. We owe to him phrases like "complex", "extrovert" and "introvert". But the very bulk and density of his writings tend to frighten off the non-professional reader. An original paperback,



B-24M Liberator of the 454th BG which had its brakes accidentally applied during take-off run - six men in the nose section were killed instantly. This illustration is from Chaz Bowyer's *Images of Airwar 1939-45* (Batsford £7.95), "a pictorial 'savouring' of the air war of World War II; an esoteric recreation of the atmosphere of those fateful years from an airman's viewpoint".

Jung: *Selected Writings*, introduced by Anthony Storr (Fontana £3.95) guides us sequentially from his early work on psycho-pathology to his conclusions in the fifties on contemporary dilemmas.

More has been written on Marx than on any other nineteenth century master. Karl Marx: *Man and Fighter* by Boris Nicolaevsky and Otto Maenchen-Helfen (Penguin £3.95) is a biography whose principal author was a Menshevik expelled from Russia in 1925. The book appeared and disappeared in Germany just as the Nazis came to power and in a hastily abbreviated English edition in 1936. The omitted material is restored in this new version and the notes and appendices take into account the enormous

post-war output of the Marx industry.

The most eminent Russian Marxist to be expelled both from Russia and from Soviet history is reassessed in Ronald Segal's *The Tragedy of Leon Trotsky: Traitor, Hero or Prophet?* (Penguin £4.95). The author stops just this side of adulation and in his very last pages raises one of the most interesting paradoxes about Trotsky's influence. None of the varieties of dissidence in the Soviet Union, nor the popular risings in Eastern Europe, nor the rulers of other Marxist states, nor any of the communist parties of the West are inspired by Trotskyite ideas. Why is he still a bogey-man here and a non-person in his own country's history? Colin Ward

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BOOKS

Cry for jobs

Youth Unemployment and State Intervention. Edited by Teresa L. Rees and Paul Atkinson. Routledge and Kegan Paul £5.95, 0 7100 9263 6.

I must confess to a mild, but growing, obsession with the Manpower Services Commission; and this book has only fed that obsession. Since 1974 this new giant has grown at such a rate that its budget is now greater than the exchequer grant to all the universities in the UK.

Given the central significance of the MSC, it is therefore disappointing that the one article which is devoted to all its works and pomps should be weak. Despite the title ("Who Cares? The MSC Interventions: Full of Easter Promises"), it fails to capture the central features of its ideology. Instead we have a jargon-ridden argument confused by mixed metaphors (eg p 67 "massaging some of the more pressing problems... below the critical political and public high water mark").

Luckily, all the contributions are not similar. The first chapter asks a number of penetrating questions: why has the unemployment of school leavers been singled out for special governmental attention? Are government schemes not best viewed as temporary, piecemeal measures applied to permanent structural problems? Mungham argues in an excellent chapter ("Workless Youth as a Moral Panic"), that young people come to serve as a metaphor of social change, reflecting the fears of adults about dangers to the social fabric from the "nation's rotting seed corn". The historical chapter by G and T Rees shows clearly that we have been through the whole

tragedy before - massive youth unemployment, youth riots directed largely at the police in 1919, Junior Instruction Centres, which became known as the "dole schools", to inculcate habits of discipline, and the Industrial Transference Scheme whereby individuals and later whole families were helped to move to areas of labour shortage. (It is not stated whether the help took the form of a fast bike.) In all this, "the prime consideration was not what would benefit the young people, but what would benefit the economy" (p 22). Plus ça change...

Finn subjects "the needs of industry" to much needed scrutiny and finds that they "can be contradictory, confused or simply unknown" (p 43) and "in educational terms, extraordinarily narrow" (p 55). He also points out that an employment problem (lack of jobs) has been transformed into an education crisis (school leavers without appropriate skills and attitudes). Markall reflects on the passing of the Job Creation Programme: "temporary, worthwhile jobs of social value" were phased out in favour of courses which cultivated "good working habits and work discipline". The final chapter captures the essence of most Social and Life Skills courses by calling them "the latest case of compensatory education".

What of the views of young people themselves? Mungham accurately reflects the opinion of the young unemployed I am working with in the north east when he writes: "... in so far as youth raises its voice at all, the cry is for jobs, for incorporation; their concern is not to subvert a social order, but to join it" (p 38).

Frank Coffield

Death in Jeddah

The Helen Smith Story. By Paul Foot, with Ron Smith. Fontana £2.50, 0 00 636536 1.

The Helen Smith story was a *culte*, but if the outline is familiar this book shows just how fragmented and misleading a picture one received from the daily press. It is a mystery without an answer: the story of Ron Smith's one man crusade to discover how and why his daughter Helen and sea captain Johannes Otten died in Jeddah, Saudi Arabia in 1979. Behind this, Paul Foot writes, lies an even greater mystery: "Why did people in high places in both countries go to such extraordinary lengths to obstruct enquiries into the deaths of two such humble people?"

The oil crisis, a new Tory administration's diplomatic swing away from Israel to the Arab states, the furor over *Death of a Princess* and the need to placate the Saudis all helped to make the death of a 23-year-old British nurse politically inconvenient. Foot's crisp, dramatic narrative is a model of investigative reporting, but one which achieves resonances far beyond a plain recital of facts. It is free of phony literary devices, but by showing the relationship between great and small events, and how individual destinies become accidentally entwined with international power politics, it is illuminating in the way that the best fiction, or history, should be.

At the book's centre is the obsession and driving force of Ron Smith, a self-admitted "cantankerous bastard" who assisted (and frequently quirked) with Paul Foot's preparation of this account. Gradually a portrait emerges of a man who began as everything Margaret Thatcher would approve of. An ex-police man, a self-made businessman, "hard working, church-going, conservative", until Helen's death he had little interest in current affairs. He had never even heard of *Private Eye*, who would be his only consis-

Mary Harron

Pulling down barriers

The Trades Union Congress & The Struggle for Education 1868-1925. By Clive Briggs. Foreword by Clive Jenkins. The Falmer Press £12.95, 0 905273 38 9.

"It would be misleading to imply that the TUC ever gave first priority to education," says Dr Briggs in his opening chapter. Of course not; the first priorities of every trade union are the pay and conditions of employment of its members. But if their better education seems likely to improve these it will certainly be advocated. At any rate that was in general the case during the period he surveys in this intensively researched study.

During these 57 years the TUC gave more or less united support to a wide range of educational reforms: more technical education (because of industrial competition from Europe); more adequate provision of schooling for working-class children, this to include the abolition of tuition fees, the raising of the school

leaving age, more scholarships from elementary to secondary school, and latterly secondary education for all, with maintenance grants, and supporting welfare services, especially school meals and medical care. As the twentieth century dawned it also took up the difficult problem of adult education specifically designed for trade unionists.

On some of these matters there were deep divisions of opinion within the TUC, with the result that it repeatedly appeared cautious, timid, or ambivalent. One reason for this, noted but perhaps insufficiently emphasized by Dr Briggs, was that the National Union of Teachers, which "could have played a major role at the TUC", persistently refused to affiliate with it; and that the only teachers' union that did, the National Union of School Teachers, mainly representative of uncertificated and supplementary teachers, had little or no influence.

Yet despite its divisions the TUC did build up a coherent policy on education, based on a pragmatic philosophy "developed from the ex-

periences trade unionists had gained through their working lives", and, not surprisingly, centred upon the unacceptable face of social and economic privilege. Its members were almost always most united when striving to pull down social barriers.

For the general reader Dr Briggs may have in places overloaded the detail - for example, about the type of adult education for trade unionists. Ruskin and other colleges should provide - and similarly sprayed his pages with names that are today to most of us merely names. For the research student he has provided right royally: almost a thousand footnotes, many of which give skeletal *curricula vitae* of his period; and an extensive bibliography of primary and secondary sources. May one hope that he is now at work on a similar study of the years since 1925?

H C Dent

Fine and dandy

Oscar Wilde Comedies. Edited by William Tydeman. Macmillan Casework Series £14.00, 0 333 27322 2. £5.95, 27323 0.

It comes as almost as much of a surprise to discover that an early critic could talk of Oscar Wilde's *Lady Windermere's Fan* as "that most unpardonable of dramatic errors" as it does to realize that the playwright is now subject to the depredations of academic critics. But he is; learned essays with titles like "Satiric Essays in *The Importance of Being Earnest*" as well as a choice selection of earlier reviews make up *Oscar Wilde Comedies*, a fascinating new volume in the Macmillan Casework Series.

Reading both, however, one is left with the feeling that for all their faults the Victorian hacks were more in tune with the real Wilde. William Archer and Max Beerbohm, writing overnight reviews and without the benefit of hindsight, were still able to see the wood for the trees. Even if Archer's claim that "Mr Wilde has no rival among his fellow-workers for the stage" now seems rather sweeping, he was at least responding to a play he had seen. For much of the time the contemporary studies, reprinted from such respected journals as the *Saturday Review* and *Mind*, seem to ignore this vital, theatrical side of the work. The American Arthur Ganz digs into Wilde's private life in seeking to make a link between the playwright's "divided self" and the characters of Mrs Erlynne and Mrs Arbuthnot, two women with sins in their past; Mrs Arbuthnot particularly, "because her sin, like his, is sexual". Looking at *The Importance of Being Earnest*, Professor Ian Gregor at least confines himself to the play, but still complains "how little Wilde's attention is really engaged with the moral questions which his plot genuinely seems to raise... The centre of his interest remains the dandy". Will interest remains the dandy? William Archer would have known why: dandies are far more entertaining on stage than even the most riveting moral dialectic.

Hugh David

Among this week's contributors:

Robin Buss is lecturer in French at Woolwich College of Further Education. Frank Coffield is Professor of Education at the School of Education, University of Durham. David Martin is Professor of Sociology at the London School of Economics.



Yes, this is where the bikini officially began, on a floor mosaic at Piazza Armerina in Sicily. R J A Wilson's excellent guide, *Piazza Armerina* (Granada £6.95) describes the layout, decoration and situation of this late-Roman villa, and sets it in its historical context. Epitaphs, by R A Tomlinson (Granada £6.95) is a companion volume: both will be of interest to travellers and scholars alike.

Individual fragments

A Strong Dose of Myself. By Danielle Abse. Hutchinson £8.95, 0 09 151260 3.

"I do hope the reader will find a pattern in this mosaic," Danielle Abse writes in his preface to these autobiographical fragments and may have anticipated, without conceit, that what holds them together is an individual voice of considerable charm and humanity. It is a voice confident of its ability to be recognized, whether speaking of a Welsh childhood in a Jewish family, among the poets on the rostrum or with the X-rays in the clinic, having long ago learned to harmonize these apparently discordant elements. Dr Abse the poet, revels in the different manifestations of himself and communicates his enjoyment, not needing to make an issue of his integrity or to underline what is important to him and what less so.

There is a change of tone, however, from the early pieces about his Cardiff childhood to the later, more public ones with their readiness to make pronouncements and drop the occasional name. It is not a matter of nostalgia: the childhood sketches are free from sentimentality and any intrusion of it would be swept aside by the wry humour with which he describes his parents' incessant

changes of address or weighs up Dr Adler's views on sibling rivalry. But the tone gets more abrasive and the gentle treatment of Miss Crouch, engaged for piano lessons and expected to look like a film star (she turns out to be not downright ugly, as one might have thought, but simply mild and thin), is not extended to Robert Graves, for all the affection Abse claims to feel for him. They met at a poetry reading in Southwark Cathedral and the poet on his platform, whether it is Graves exhibiting his erudition or Abse scoring off Graves, is not an altogether pretty sight.

This would be a very bland dose of Danielle Abse, however, if it did not reveal some less engaging traits. The variation in tone, too, is inevitable in a collection of pieces originally intended for audiences ranging from listeners to Radio 3, to readers of *Poetry Wales* or the ladies and gentlemen of the Institute of Psychoanalysis, to which are added others written especially for this book. But the overall impression is of a wise man and a pleasant companion whose occasional writings have enough substance to make them well worth preserving in this form.

Robin Buss

BOOKS

Space without speculation

On the Flip Side. By Nicholas Fisk. Kestrel £5.25, 0 7226 5825 7. New Found Land. By John Christ-opher. Gollancz £5.95, 0 575 03222 7. Warriors of the Wasteland. By Douglas Hill. Heinemann £5.50, 0 434 94283 9.

Whereas children's fantasy is a genre in its own right, independent of and often better than adult fantasy, and rich in its own repertoire of classics, juvenile SF is the poor relation of the adult genre, depending on borrowed plots, and unpopular even with fans of adult SF. Juvenile SF is notable for space without speculation, robotics and machismo without relationships. Teenage readers tend to move on rapidly to adult authors like Bradbury, Asimov and Clarke, or not to bother with SF at all.

In recent years much of the best children's SF has been written by mainstream authors: one thinks of *The Vandal*, *The Ennead*, *King Creole*, *Comet*, and *A Quest for Orion*. Here now are three SF novels by genre authors, in which either the pessimism or violence indicate a teenage audience. Two of them are the middle volumes of trilogies, if one's readers are already hooked, one feels obliged to buy them. But none of these three has the classic qualities that make buying and re-reading some children's books so pleasurable.

On the Flip Side, by the prolific Nicholas Fisk, is a clever but rather sick novel on the theme of *The Animals' Revenge*. The heroine Lettice can read animals' thoughts, and has discovered a pattern of disturbed animal behaviour. They can see something invisible to humans - blobs become visible. They dislike television and other modern gadgets, and are generally inimical to man. Soon humans are being attacked and killed, both by blobs and rampaging animals. Famine looms worldwide as animals refuse to feed mankind, and especially the rats, feed on mankind instead. "The Patrol people found what the rats left of her two days later."

The first part of the book, which describes Lettice's campaign to get people to believe her, is good, but with the appearance of a telly-scientist (Mugnus Pyke-type) speaking fractured English, the story becomes ridiculous. Scenes of animals going themselves on humans add a gruesome "flavour". The author cannot resolve his predicament and save our world, so he arranges for everyone to leave for an alternative world, by exercising will-power, in the wake of peaceful animals like household pets who lead the way. Our world is abandoned to the rats and blobs. Safely living in their new life, sustained by cow-like "hovos" whose products supply man with food, energy and clothing, people have only dim memories of our Earth. But the hovos too may rebel one day. What then?

John Christopher's first SF novels for children - the *Tripos* trilogy and *The Guardians* - won much acclaim. Since then his view of man's predicament, how power leads to corrupt (quoted in the book under review) has grown more pessimistic. Yet humans behave on occasion no better than he has described them: *homo homini lupus*. *New Found Land* is the sequel to *Fireball* (reviewed TES 15.1.82). In that, American Brad and his English cousin Simon were snatched into an alternative world where the Roman Empire still ruled Europe and technology had made no advances. Brad and Simon helped the Christians to a successful revolution by "inventing" the stirrup and longbow, but to their horror found that the abolition

of slavery was promptly followed by intolerant persecution of non-Christians. They fled the new theocracy with two Roman friends, sailing across the Atlantic to be met by Red Indians.

As the new book opens we find that the Indians have turned unfriendly and are starving them out, so the quartet escape by raft, to be picked up by Viking sailors and taken back to Nantucket, a Viking colony. The Vikings rejoice that "Romans will grace the winter feast this year." Knowall Brad obviously hasn't read C S Lewis's *The Silver Chair*, or he would realize how sinister that statement was. Eventually the group do find out they are going to be sacrificed to Odin, and flee south with a Viking girl, though one of them is slaughtered while the others escape. Their next landfall is in Aztec territory, and here again they run the danger of being sacrificed, Aztec-style.

So far this series has been a survey of man's inhumanity to man in the Dark and Middle Ages. I hope young readers will find the paragraphs in which Christopher describes the Viking blood-eagle, or Aztec way of death. One must admire, however, the skill and research which has gone into producing the series so far. One hopes that the third volume, which may describe the last adventures in China, will leave them settled somewhere civilized, if not back in our own world. The author has made his point about human nature - some optimism, please, to conclude the story!

Now to Douglas Hill's new series. Although it is set in our world after nuclear holocaust, and under alien domination, I still found within it the optimism lacking from the other two novels under review. At least radiation seems to have died down, except in the worst hit areas. The human race is struggling back from barbarism, when Earth is invaded by aliens who are totally evil and exterminate any resistance. Human life continues only in wilderness and desert, and aliens take slaves for mining and breeding experiments. *The Huntsman* told how Finn Ferral, a gifted tracker, set out on a quest to recover his adopted father and sister from the Slavers. In the middle volume, *Warriors of the Wasteland*, we read how Finn travels into the desert to meet descendants of Red Indian tribes, and finds his sister Jena, now a warrior too. A bloody battle with the Slavers' mutant servants is fought and won.

Douglas Hill's Last Legionary quartet (Gollancz and Piccolo) was a deliberate attempt to capitalize on the *Star Wars* craze by applying the wiles of peaceful animals like household pets who lead the way. Our world is abandoned to the rats and blobs. Safely living in their new life, sustained by cow-like "hovos" whose products supply man with food, energy and clothing, people have only dim memories of our Earth. But the hovos too may rebel one day. What then?

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Jessica Yates



Two additions to the growing Jaffa library - *The Journey* and *In Town* have recently been published by Gollancz at £2.95 each. Written and illustrated, like the four earlier titles, by Hugh Lewin and Lisa Kopper respectively, these two move from the African pastoral charm of the first stories with their sense of community and delightfully drawn animals to the ugly, impersonal town where Jaffa's father has to live apart from the family to earn a living for them. Strong pictures, simple telling text.

A multi-cultural arts festival and book fair opens tomorrow at the Commonwealth Institute in London. Among other events there will be workshops on Afro-Caribbean dancing, Indian classical dance, Asian cooking; seminars on literary traditions in the UK and community publishing, storytelling and an exhibition (from Monday until Wednesday) of books and audio-visual materials from a variety of publishers. Entrance fee £2.50, £1.00 for OAPs, unemployed and under 16s.

Well calculated

Integrated Mathematics Scheme. Devised by Peter Kaner. Book A2 £3.95, 0 7135 1332 2. Book B2 £3.95, 1333 0. Book C £4.95, 1338 1. Teacher's Book £3.50, 1339 X. Bell and Hyman.

About a year ago, the first books in a new integrated mathematics programme were highly commended in these pages. Among the salient features were a deliberate and dominant emphasis on use of the calculator in the wide process of learning mathematics, and the association of modern and traditional topics in a natural sequence.

The essential philosophy of the integrated mathematics scheme enables pupils of varying abilities to progress side by side, with special provision made for slow learners and for the especially gifted. The whole represents "a book-based course to be followed by a class of children with a teacher. The child is not isolated with a workbook but follows a scheme designed to suit his needs and strengths as part of a learning group."

All this was explained and generally welcomed at the outset, when book A1 (for the majority of pupils) and B1 (for the above-average, somewhat more demanding and with further exercises and problems) showed how the author's intentions were being put into practice. Now the development is taken further, and it is possible to aver that the confidence that made one support the concept initially is confirmed and strengthened.

Typical of the chapter headings in books 2 are decimals and percentages, triangles by drawing, solids, vectors, powers and indices, calculator planning (for the calculator course to play a major part), multi-base arithmetic, probability, proof, sets and statistics.

There is more, and throughout there are massive sets of exercises graded appropriately for pupils of various levels of ability. The balanced good sense of the whole can in some measure be illustrated by a few of Mr Kaner's phrases in the teacher's book. "The concept of set is fundamental to mathematics but that does not mean it can be taught in the abstract at an elementary stage." "Simple multiplication tables will always be important." "Multi-base arithmetic is more than a rather unimportant mathematical game... For those children who have learned their arithmetic facts blindly this work can be very illuminating."

These are useful references, too, to sources of additional information; particularly apt is one in publications from the Schools Council Mathematics for the Majority Project (with which, although he does not say so, Mr Kaner was prominently associated). To extend the work, especially for gifted children, there is a special book of problems. Prepared by W Sawyer, it contains some three

Numbering

Everyday Maths Practice. By R Christon and P Newton. Oxford University Press £2.50, 0 19 914099 5.

The authors, addressing potential users of their book (whom they expect to be those faced with "CSE limited grade mathematics, arithmetic and social arithmetic syllabuses"), say "we both hope that you will enjoy using this book".

It is a good attitude. Arithmetic at this level should not be off-putting but should be accepted as something pleasurable and worthwhile, with its mastery representing an essential social achievement rather than just a stop on an examination ladder. There are great difficulties in everyday life for those unable to work out their pay due at normal or overtime rates, or follow the elementary facts of PAYE, or read an electricity meter, use a timetable, or appreciate what is meant by the scale of a map. Topics such as these represent the bulk of the information painstakingly purveyed in these pages.

Text and worked examples are relatively brief. Hundreds of graded exercises provide the practice necessary to ensure that the average pupil really does grasp the arithmetical fundamentals. The elements of number-theory, money problems and percentages are supplemented by some simple geometry, algebra and rudimentary statistics.

With a recognition that this is about the ceiling for so many children today should also come an acceptance that it is better to cover these things well than attempt to include in a wide range of abstractions and advanced concepts. Such extensions are for the minority.

The mathematical performance of the bulk of the children is such that wisdom lies in calculating basic numeracy, and ensuring that ideas about number and space are firmly consolidated. Proficiency in the elementary skills, coupled with understanding, requires constant practice. These are reasons sufficient in themselves to justify a welcome for books of this nature.

In this particular volume the multitude of practice exercises can develop mathematical thinking at an appropriate level, and continually reinforce the competence acquired. The exercises themselves are well planned, and the volume is extremely well produced.

F W Kellaway

FWK

Earthwork

Hunting the Past. By L B Halstead. Hamish Hamilton £10.95, 0 241 10899 3.

Anyone who seeks an up-to-date account of what has happened in the past to our planet and the life which has lived on it should read this book. It not only spells out what has happened but explains how the evidence which remains can be pieced together to tell its own story. And what a fascinating story it is. We are all inclined to think that rocks must be "the most permanent feature of the landscape" but reading about the chemical and physical destruction of rock and even destruction by plants, one may wonder how any recognizable signs can remain. The process of fossilization and hunting

for fossils is well explained as is their interpretation in tracing the evolution of life, leading to the origin of man.

When he comes to the evolution of the Earth itself, Dr Halstead introduces us to continental drift, sea-floor spreading and plate tectonics, and explaining these concepts in easy language, tells also of early reactions to some of these then controversial ideas. Throughout, reference is made to the scientists, past and present, who have made the telling of this story possible, and there is a useful bibliography. The wisely chosen photographs and drawings have been gathered from widely scattered sources and richly complement the text.

R C Vernon

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RESOURCES

Visual potential

Bill Hicks on a new company specializing in the sale of educational video programmes

Spring 1983 will be a crucial season for Educational Video Index, which after two years of steady, if cautious, development, has just published a third much-enlarged catalogue devoted exclusively to educational programmes. With the distribution side now apparently well established, EVI is also taking its first steps into programme production.

EVI was started in 1981 by former Westward TV chairman Peter Cadbury and his former company secretary Anne Whitley, who were both convinced that the relatively under-subscribed educational field offered potential for a commercial video software distributor. Last autumn they were joined by Leslie Ryder, immediately after his retirement as director of the Learning Resources Unit at ILEA.

As executive vice-chairman, he is mainly responsible for programme acquisition, while Anne Whitley as managing director and Peter Cadbury as chairman see to the commercial side of the company.

From the beginning, the main aim of EVI was to make good quality educational films available to as wide an audience as possible using video as a low-cost distribution medium. Peter Cadbury emphasizes that EVI is a commercial venture - probably the first, and, in its scope, still the only venture of its kind. Its chief competitors, of course, are public-sector organizations like the Central Film Library and BBC En-

terprises, and in a more specialized field, film libraries like the Concord Film Council which are also moving into video.

However, most of the titles in the first three EVI catalogues are in fact culled from existing educational film libraries and producers. EVI recognized that most of the old-established British educational film industry was, to a greater or lesser extent, facing hard times.

EVI, Mr Cadbury surmised, could make an immediate and valuable contribution by offering these companies a relatively painless transition into the video age, and by handling all film-to-video transfer, duplication, packaging, sales and marketing for them. They would be offered some much-needed additional revenue, without even having to renounce exclusive video rights to their product.

These arguments had the desired effect, and with a measure of persuasion, EVI assembled an impressive list of organizations to support its first catalogues, including Boulton-Hawker Films, Hugh Baddelley Productions, Scottish Central Film Library, the Educational Foundation for Visual Aids (EFVA) and the National Film Board of Canada and New Zealand.

A rapid scan of the 450 or so titles in the latest, Spring 1983 catalogue suggests that about 75 per cent were on 16mm film. Many old favourites are included. Boulton-Hawker's health education series,

for example, as well as all its popular natural science titles; the EFVA's 24-film series *We Make Music*, and its five-film *Shakespeare in Performance* package series; the 22-programme *Milestones of the Century* series from ZVI International, which uses Pathé newsreel extracts to cover world events from 1893 to 1949; and the wide range of history and social science titles from Chatsworth Films.

These, and many others, form a core of well-tried materials covering the mainstream primary and secondary curriculum, with respectable representation for further education, teacher training and project source materials well.

Amongst material from less familiar sources are a batch of contributions from University audio-visual departments, a particularly encouraging development, this, since many of these departments sorely need an additional source of income. Their output is often of high quality, deserving of a far wider audience.

Good examples in this catalogue are a York University film about the city of York; *Music and Mime in Schools* from Leeds University; and *Mummy One Seven Seven O* from Manchester University - in which an Egyptian mummy from the local museum is unwound by university archaeologists! The drama department of Bristol University provides a whole range of tapes on social issues, recommended by EVI for



Top from left to right: Marie Curie, Theodore Roosevelt and Rudyard Kipling in the Chatsworth Films series on Nobel Prize winners. Below: from "Life-cycle of Insects" and "Animals With One Foot" (Boulton Hawker).

further/higher education use. One "stop press" item is a complete, 135-minute performance of *A Midsummer Night's Dream* from the Cambridge University education theatre group.

Peter Cadbury is especially pleased at the recent inclusion of a series of four BBC TV programmes for EFL teachers - although the high prices of these reflect BBC Enterprises' pricing policy. EVI has also achieved something of a scoop by acquiring the Thorn EMU/Michael Bond *Paddington Bear* series, narrated by Sir Michael Hor-

those who have been told over and over that they are at best borderline. We want to persuade them that they are better than that - better than their teachers had led them to believe. With a bit of work and guidance, we show them they can get through.

The first eight tapes cover Mathematics, Accounting, English Language, Chemistry, French, Physics, Geography and "Learning to Learn". Each is between 60-90 minutes long, and they will all cost £19.50 when they become available next month. A preview of just one of these tapes - French revision - suggests good quality production, but with no concessions to entertainment, and a concern to cover the major points of grammar and pronunciation at the expense of a smooth-running programme. The oral and written self-testing exercises at the end of each section seemed, to a "borderline" O-level student of 1968 vintage, reasonably demanding.

Both Peter Cadbury and Leslie Ryder are particularly concerned with the plight of unemployed school leavers, and displaced workers whose skills no longer command a market. Both could be helped by retraining, and EVI is convinced that video has a role to play. Mr Cadbury envisages VCR installations in jobcentres and TOPS centres, with a library of training programmes always available. He is already talking with the relevant government departments.

More immediately, however, EVI, in conjunction with City and Guilds and the EFVA, is hoping to launch a regular video magazine for the school-to-work age group and their teachers. Edited and directed by Leslie Ryder, the magazine will cover latest developments in educational resources with room for the occasional feature or interview or opinion slot on a one-hour video tape. It would probably cost £7.50 or £25 for an annual subscription, and EVI has sent out a questionnaire to gauge potential demand. With "vidzines" and schoolleavers much in the news, this would appear an extremely timely idea, but it will still depend on response over the next few weeks.

Partly as an exercise in public relations, partly to satisfy this demand, EVI is starting a series of regular seminars for teachers on video in education at centres around the country.

"Yes, of course we would hope to sell more tapes as a result," Leslie Ryder said. "But the real aim is to encourage teachers to think about how they use TV, and how much more they and their students could make of it." Which, in one way or another, has been Mr Ryder's chief concern over the past 18 years while at ILEA.

Educational Video Index Ltd is at 25 Thurloe Street, London SW7 2LH, telephone 01-581 8733.

MEDIA

Impersonating pop stars

David Self declines to be offended by 'Mini Pops'

Mini Pops
Mike Mansfield Enterprises for
Channel 4
Tuesdays, 6.0pm.

"Tasteless and appalling" and "outstandingly repellent" luffed *The Observer*, as it denounced the Mini Pops, an outstandingly successful group of child performers now coming to the end of their first television series. *The Observer's* critic, Julian Barnes, went on to question whether it was a blatant case of child pornography, corrupting both participants and viewers.

It must be admitted from the start that it is all in the worst possible taste and (except where the crass hand of the producer has got in the way) very funny. What adverse reaction the series has had seems to stem from puritans who feel that children should not be funny in public and should certainly not be

allowed to parody the world of pop. It also appears to be at least in part attributable to post-production work on the television shows, work which, when the group's begetter saw it, made him cry out, "That's terrible!"

The group began when Annie, daughter of music publisher Martin Wyatt, and two friends began impersonating pop stars. Her father made a tape of them and played it to a few friends. They were impressed and it led to the recording of more songs and the appearance in October 1981 of an album. This collection of impersonations proved a speedy success. It became number one in the French record charts, was highly successful in Canada and won a gold album award in Britain.

Martin Wyatt approached various television companies but was met with a reluctance to screen child performers. Eventually he was contacted by Channel Four and put in touch with an independent produc-

tion company. Auditions were held (themselves the subject of a documentary with the ironic title *Don't Do It, Mrs Worthington*) and twenty 7-12 year-olds were selected. They went on to make six, low-budget shows in very limited studio time.

Sadly, after recording, these have been swamped with canned laughter and applause (ludicrously coming from adult voices) and visual effects out of keeping with the performers' style. Mr Wyatt makes no secret of having expressed his displeasure to the producer, Mike Mansfield, about these additions. Mr Mansfield's office, asked about the series, simply referred me to Mr Wyatt.

However the children know what they are doing and continue to enjoy the series: "It's fun." While they have learned to be modest about it at school and with their peers, they also know how to speak to the

press. "What is your ambition?" "To be a millionaire." "Who is your idol?" "Hilda Ogden."

Martin Wyatt remains sensitive to the show's critics. There are songs he will not let the children perform, but he also points out that twelve-year-olds are not innocents and that when one of them read criticisms of their rouged cheeks, lip gloss and eye make-up, the response was, "Do they want us to wear more?" (and that was from one of the boys).

A second album is now on release; a second television series is planned. With any luck the performers will not be drowned by the electronics and their wit will be allowed to emerge. If so, it might well achieve even more viewers than the 1.9 million it has been winning most weeks, and those who always feel queasy at the sight of child stars will just have to switch over to *Nationwide*.

From knee height

by Carolyn O'Grady

CHILDREN'S TELEVISION
Chips' Comic
Veronmead Ltd/Primetime for
Channel 4
Wednesdays, 5.30 pm.

Channel 4 is not pledged to broadcast educational programmes for children, but those it has so far commissioned, notably the science series, *Start Here* and the multi-cultural series *Everybody Here*, have been well-conceived and innovative.

Chips' Comic continues the trend. A series of half-hour programmes aimed at pre-school and early primary school children, it is written by David Wood, famous for his children's plays. Like his theatrical productions, "The Gingerbread Man" and "The Owl and the Pussycat Went to Sea" included, it reveals a remarkable ability to see the world from the child's point-of-view, from knee height, if you like.

It features Inky (Gordon Griffin), Elsa (Elsa O'Toole), Rover the dog (Andrew Secombe) and Chips the anthropomorphized computer. They are the "family" whose task is the putting together of a comic. A real comic accompanies the series and is available from newsagents.



Rover, Elsa and Inky

There is a puzzle page, a do-it-yourself page - activities like putting on your coat - and a roving report by Rover who goes in search of the answers to such questions as: where does water come from? how is petrol made? It is enlivened with some catchy songs and interspersed with rather nice "computer" graphics by Jan Pienkowski, whose influence is also seen in the design of costumes and scenery.

The two presenters are a mile self-conscious, especially Elsa, but their confidence may grow; the direction could be tighter and why does the super intelligent dog Rover have to be mute? His inability to make a sound - even "woof" - is exasperating and illogical. But in spite of these quibbles the programmes are fun and children like them very much, and if that isn't enough, wrapped up in this colourful package is rather a lot of education.

People and potential

Liz Heron reviews a film on mental handicap

Give Us The Chance
Film and video
35 mins colour
Hire charge £11.50
Town and Country Productions, 21
Chesney Row, London SW3 (01-352
7950)

For anyone living or working with mentally handicapped people, *Give Us The Chance* should be an inspiration. And for anyone who finds the fact of mental handicap just too uncomfortable to think about, it should come as a revelation.

The film was made by the Disabled Living Foundation, and its approach is wholly positive. It doesn't represent mentally handicapped people as a problem. It sees them in terms of the possibilities for stretching their potential to the limit, demonstrating how, with the right resources and more open attitudes on the part of those who are not disabled, lives hemmed in by such handicap can be enhanced and enriched.

The film's focus is on the benefits of physical recreation as a means of building confidence, giving pleasure and satisfaction and frequently lead-

ing to levels of performance that surpass all previous expectations. To show the range and variety of what's being done, the filmmakers criss-crossed the country, highlighting projects in hospitals, adult training centres, special schools, sheltered communities, clubs and sports centres.

There emerges an energetic panorama of activities that contradict the clumsy and helpless image so often prompted by any mention of mental handicap. Basketball may still have a place as a therapeutic craft, but any notion that it's still typical of what's available is soon dispelled by the evidence of this film.

All kinds of sports and recreational activities are featured. We see groups of campers and hill climbers in the Peak District, rambles in the Cheviots, expert horsemen and women, athletes who in some cases reach the standards for the Special Olympics. For those worst handicapped the achievement of movement or the playful pleasure of movement, while some display skill and discipline that command admiration in anyone's terms.

It's encouraging to see the inventiveness and sensitivity that can be applied in teaching, and to consider what reserves of patience and determination must have been tapped in the learning process; to note the grace and precision of a formation movement team, or the sheer joy on the faces of performers.

Attitudes towards what's possible for handicapped people, whether mentally or physically, have been happily changing of late. Dramatic workshops and dance classes like those run by Ginn Levette and described in her book, "No Handicap to Dance" show that there's increasing awareness of how much can be achieved if handicapped people are acknowledged as having creative potential to be developed.

This film should also bring us a bit closer to an acceptance that everyone will be better off if handicapped people aren't kept out of sight and out of mind. If it has a fault it's in presenting too rosy a picture, since it bypasses the real question of resources and rather gives the impression that there's no lack of them. But in any case it stands as a convincing argument for making them a priority.

There is a persuasive attractiveness about the approach, but this material is dealing only with selected aspects of what is clearly a much more complex process. In fact, career decisions are based on a long, interrelated series of events which affect any decision. A career path can be consciously influenced by interventions with people and surroundings. It is unrealistic not to recognize that environmental factors can have a significant effect on a person's career decisions and subsequent actions, particularly when unemployment is becoming a permanent feature of the social landscape. All of which emphasizes that in these circumstances, young people need more career choice and development assistance than ever before.

This pack, and the Radio 1 and Radio 4 programmes have proved a valuable intervention in the careers guidance process. Parents have been involved and links forged for a closer involvement of home and school in supporting young people in the career choice process. But this is only a beginning. Examinations cater for approximately 60 per cent of the age group, yet every youngster needs help and support to make life decisions. Further interventions on decision learning, formulating appropriate career plans, getting behind occupational stereotypes, and exploring alternative routes at 16+ would prove equally valuable for future series.

Popular radio is a powerful force in the community. When the future is uncertain, every resource needs to be explored fully in order that youngsters can be better prepared to manage that uncertainty.

BRIEFINGS
radio & tv

Open university

Due Care and Attention (Saturday, 11.25 BBC2)

Are parents of handicapped children automatically "over-protective"? When should parents allow a child to take risks? This programme in the series "The Handicapped Person in the Community" concentrates on parents' problems.

Minimum Cost Flows (Sunday, 07.40 BBC1)

How short is a piece of string? Ideas from network analysis show how the answer can help solve the traffic problem in Godalming.

Continuing education

Maths Help Part Two (Sunday, 10.30, BBC1, Monday, 11.25, BBC2)

Laurie Buxton introduces two programmes on metrics.

Letting Go (Sunday, 12.35 BBC1)

A series of five programmes defining current developments in the training and education of young people. Topics include youth training schemes and the Full Employment New Ventures Project.

Horizon (Sunday, 16.00 BBC2)

Computers designed for artificial intelligence are behaving like infant prodigies. What will happen when they grow up? "Better Mind the Computer" looks to the future and makes some startling predictions.

20th Century European Authors (Sunday, 16.30 VHF4)

A study of works by modern German, Italian and French authors looks this week at Thomas Mann's *Death in Venice* and *Buddenbrooks* (repeated Friday, 23.00), Fo's *Accidental Death of an Anarchist* and *Can't Pay, Won't Pay* (repeated Wednesday, 23.00) and Albert Camus' *The Plague* and *The Outsider* (repeated Thursday, 23.00).

Root and Branch (Sunday, 17.00 C4)

"The Big Switch Off" examines how the unions and the government see the challenge posed by new technology, in particular the computer. Could a strike of a few computer personnel bring industry to a standstill?



Joan of Arc (Sunday, 20.15 C4)

Based on Marina Warner's *Joan of Arc - The image of female heroism* this documentary follows Joan's life, revealing how historical circumstances have been ignored to make her character conform to what society expects.

Machines with Minds (Monday, 21.00 Radio 3)

John Searle, Professor of Philosophy at the University of California, discusses with Colin Blakemore his belief that a thinking machine simulating human behaviour cannot be produced.

Stand Your Ground (Monday, 21.30 C4)

Kalegh Quinn continues her advice on self-defence. She teaches people to be more aware of danger to fall safely, then tells a class of five-year-olds how to say "no" to strangers.

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EXTRA

Ready to help

continued

every year – not always the head. A new head is likely to contact them after a year to say "I've got the language straight, now we're going to have to go at the maths". You do not have to wait a year.

Local colleges and departments of education often join in the inservice training of the area, and on two levels. They not only supplement the classroom level work, but they provide work at the teachers' level, often leading to a qualification of some sort. The initiatives of the Mathematical Association in setting up diploma courses is very welcome.

These offer not only more advanced mathematics – but also deeper mathematical and pedagogical insights into the primary schools' work. It is good to have courses that offer you six things to do in the classroom tomorrow, but the development of a teacher's understanding offers longer-term benefits. Essential to all the inservice training you and your staff undertake is reporting back. As a head, you need to make such arrangements that experience gained there is properly fed back to everyone else.

Inspectors and wardens will visit you, but the people who can perhaps make the greatest impact in your school are advisory teachers. Generally they work to inspectors, but have a great deal of freedom in organizing their time. Their visits may be an hour or two up to several days. They can work in your classrooms, with the teachers; they can conduct staff meetings or parents evenings. For many schools they can provide a breath of fresh air, and a ready contact with the rest of the advisory services.

The ILEA (and possibly some other authorities) offer another service providing even more continuous and solid support. In their "group consultant" scheme they employ ex-

perienced primary teachers with good experience in primary maths on a scale 3 allowance. Each consultant works in a group of four schools a week – the same four every week.

A school may have their services therefore every Monday throughout the year. A group consultant works in the classroom with the teacher (he or she does not take over the class), stimulating new ideas, working with the post holder on schemes and resources, conducting staff meetings and generally working themselves into the ground. On Fridays they and the advisory teachers all have a full day of their own inservice training conducted by wardens and inspectors. The central maths team thus has direct contact with many schools.

We must not forget the role of educational broadcasting. There are many excellent programmes both on sound and on television. Good in themselves, they are much enhanced if you can record and replay them. Ideally a teacher should spend much time on preparation and in follow-up to any one programme. They cover the full range of ages and may also be appropriate for teachers, who may have decided that they will take O level maths, or are pursuing an OU degree with some credits in maths. Increasingly, the availability of taped programmes will markedly shift our general education provisions.

So there is help, depending on some instances or how generous your authority is. Though you remain responsible for the mathematics in your school, your role as a facilitator in providing it is what counts. Your skill is in using the skills of others to bear upon the mathematics curriculum.

Laurie Buxton was formerly Staff Inspector for Mathematics in the ILEA. He is one of the presenters of BBC TV "Maths Help" and author of "Do you panic about mathematics?"

New editions

A work strongly praised in these pages when it first appeared a couple of years ago is now available at a reasonable price in a paperback edition.

Curriculum Development in Mathematics (Cambridge University Press, £6.95) by G. Howson, C. Keitel and J. Kilpatrick is a comprehensive survey of innovative ideas and the impact they have made in different classrooms.

Mathematics across the board



Infant mathematics project

Jean Clark, Alice Dickson, Roy Edwards, Barbara Hewett and Barbara White

This exciting new course, written by practising teachers, develops mathematical language alongside the day-to-day mathematical activities. The material links with other areas of the curriculum so that the activities can be seen as part of everyday life.

Statistics for Advanced Level

J.C. Miller

Intended for students studying statistics at Advanced level, this book covers all the topics of the syllabuses of the

Free imp sample pack and inspection copies of *Statistics for Advanced Level* available from Rosalind Horton at the address below.

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

There are 3 units, for the 3 years from 6 to 7. Unit 1 (out this May) is for Reception classes and consists of:

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examining boards offering statistics. It provides a framework around which a teacher may evolve his or her own presentation. There are numerous exercises, and answers are provided. Simple projects and practical work are suggested on most topics. £7.95

Workshops are wonderful

The ATM Children's Workshops Committee explains...

"Our week-end away had been a very special experience. We had investigated several problems to considerable mathematical depth and came home with the feeling that we had had a lot of fun. We hadn't thought it was work!"

This is the reaction of a teacher to a workshop week-end which involved 20 first year pupils who went away to have fun doing maths and returned having had fun doing maths.

Workshops take maths out of the school environment and give pupils and teachers a chance to work and live together in an informal and relaxed manner.

A group of fourth years and maybe a teacher have abandoned the table and are lying on the floor wearing jeans, drinking cups of tea and are totally engrossed in constructing the locus of a point twice as far from one fixed point as another. They have big sheets of paper, coloured pens and cardboard counters. It does not feel like school, it does not feel like work.

There are no pressures, they do not have to be there, but they are. They could turn the television on, but they don't.

A group of A level students have finished arguing about how to cook chips, the plates have been cleared away, big sheets of paper and coloured pens are on the table and the mathematics begins. Three hours later there is still maths going on, but some people are reading, discussing, arguing...

I feel that the most valuable thing to come out of the maths week for me was that I learnt to communicate with my maths teachers. This sounds silly, but if one considers a school classroom situation it is often a case of us and them. I find that there exists a barrier between the two groups which hinders communication to mere questions and answers on maths problems.

Children have the opportunity to pace and organize their own work, there are no bells to interrupt, they have time to explore their ideas to a greater depth.



"Stand twice as far from one surveying pole as from the other". Pupils feel the geometry because they are doing it.

During a single-day workshop the participants were given the task of filling space in two dimensions and three dimensions. In a class lesson it could well be that 70 per cent of the time taken to make a three dimensional model would be spent in the not too enriching activity of watching glue drying. In a workshop the children can get up, try other activities and return when the model is ready for them, without feeling guilty about not getting on with the task set.

A workshop environment allows activity to go on until the child wishes to call a halt. A sixth former who went away on a week long workshop: "One of the surprising things was that we often worked for three hours at a time, a far cry from the rigid bell structure of the school lessons. The curiosity and the interest can be enough for one to persist and go on questioning the reasons behind the learning."

There are more adults. The adults need not necessarily be maths teachers, some are not even teachers, yet all join in. "Many adults came and became totally involved." This was the comment of a leader of an activity at a half day workshop. At another day workshop in the Midlands 40 teachers arrived with 70 pupils. With this type of ratio there is no need for worksheets or a formal structure, the adults are there to participate and watch the developments as they happen. They can guide, discuss, encourage and learn from the actions of the pupils.

Teachers have the freedom to experiment and exchange ideas, and children are given the confidence to have a go.

It does not often happen that teachers can observe other teachers at work; this does happen at a maths workshop. Different ways of introducing ideas are shared, different questions to be answered are discovered. A group of four teachers organised the mathematical content for a group of children and their teachers from another area. The ideas for the week-end had not been met by the children or their teachers and a lot of interesting mathematics was done by all. The approach to the work by the two groups of teachers was different and once the children had been packed off to bed there followed a long involved session (till 3 am) of further investigation by the adults.

"My favourite maths session was definitely Frogs. We had split into groups to discuss the problem, and every group had discovered the best strategy for the game. When we came together again, someone had found a general rule and we were able to calculate that the least number of moves needed for 24 people is 168. We set out 25 chairs and started playing, to see if our theory

was correct. Everyone was involved, each person knew exactly when to move. There was a buzz of excitement and anticipation in the room. We counted each move, and the 168th and last move was greeted with a massive cheer." (A student teacher.)

Without realizing it the children had been working very hard at a mathematical problem, successfully. Another activity tried was Moving Counters. "Moving counters may sound easy... you're wrong. Maybe 2 by 2 up to 5 by 5 but when you go from there you need a brain, but we have brains and the class worked out all the numbers up to ten and 20 by 20 which equals 140."

Workshops motivate teachers as well as children. Seeing children doing maths and enjoying it in another environment gives you the confidence to try new ideas back in the classroom. By instance, it becomes easier to handle an informal atmosphere and the children accept your saying: "I don't know, I'd never thought of that. Let's have a go."

An art teacher came on a week course with 42 3rd years. "I was staggeringly impressed by the way everyone was so well organized, and fully occupied throughout each very long day, doing maths! Is my maths any better? – No! I still find that all those maggoty little numbers go crawling and wriggling down the nearest black hole as soon as I turn my back on them – but I do like geometry."

Not only has he picked up ideas for art lessons, he is no longer afraid of maths. This shared enthusiasm between children and teachers removes barriers; it releases energy for learning. But is it possible to create this atmosphere in school?

"Monday period 2. 1B arrived in room 30. Each table had pegs and pegboards... nothing else. We said nothing. The lesson just happened!"

"Oh! Can we carry on?" "What about an 8 by 8 square?" "What if... and they haven't stopped yet!"

An ordinary class is now a very special group. Lessons hum! They come to maths to have fun. That's what it's about!"

ATM Children's Workshops Committee, King's Chambers, Queen Street, Derby, DE1 3DA. Barbara Binns, Reddish Vale School, Stockport. Susan Bradshaw, English Martyrs School, Leicester. David Catu, Solway Community School, Silloth, Cumbria. Tim Coombs, Bewdley High School, Worcestershire. Jan Skwarczewska, and Christine Walters, Backwell School, Avon. For more information about our activities please contact us.

EXTRA

Structured sequences

Primary mathematics after Cockcroft. By Edith Biggs

same teachers used more active teaching methods in other aspects of the curriculum. Even follow-up workshops could not provide enough help to enable the teachers to continue their efforts.

When I retired towards the end of 1974 I began a five-year research project in twelve first and middle schools. I was investigating the effects of giving teachers help in their classrooms to implement the changes they had decided to make as a result of initial workshops. I provided this help at regular intervals; the teachers were aware that they felt sufficiently confident to go ahead on their own. In every school, despite a staff turnover of between 50 and 100 per cent over a period of four years, changes were achieved ranging from 35 to 70 per cent. These changes were assessed by the heads, co-ordinators, and teachers, the advisers and myself. It seemed that the teachers did benefit from this kind of help.

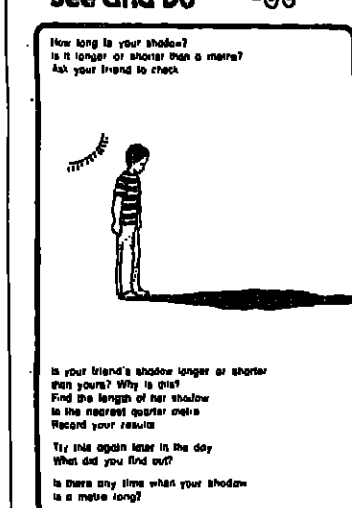
It is encouraging to note that several I.E.A.s have initiated an advisory teaching service in mathematics during the past few years. Under this scheme advisory teachers work with teachers in their classrooms to help them to make changes. Moreover, many primary schools now have a teacher in charge of mathematics (a co-ordinator) who is prepared to learn more mathematics herself and to give her colleagues assistance in their classrooms.

Why do teachers find it so difficult to make changes in their teaching of mathematics? I began by thinking that no single cause could account for the strength of teachers' resistance. In the course of my project I was able to confirm that the

causes were indeed complex.

First, few teachers had learned mathematics themselves by means of practical activities and discussion. Secondly, many of them had disliked mathematics when at school

See and Do



and/or college. Thirdly, at school many of them had reached a ceiling: they felt that they did not know enough mathematics to teach anything other than traditional arithmetic. Fourthly, although they may teach other aspects of the curriculum by informal methods, they do not have the confidence to try such methods in mathematics.

In addition, they have never enjoyed mathematics themselves and doubt whether they can help their children to enjoy the subject. Finally, in many schools there is no scheme for mathematics which has been discussed and agreed by all the teachers. Taken together, these facts

help to explain why teachers lack confidence when dealing with mathematics.

How can we help the teachers to overcome these legitimate fears? First, they need to be convinced of their own ability to learn mathematics through investigation and, secondly, we must help them to enjoy the subject. The Cockcroft report says: "... the mathematics teacher has the task of helping each pupil to develop as far as is possible the appreciation and enjoyment of mathematics itself." These two factors should help teachers with their major need: to gain confidence. Only when they have mastered their inhibitions can they learn more mathematics themselves, and provide children with structured activities and opportunities for discussion, questioning instead of instructing them. This way of teaching requires a gradual change in organizing children and the classroom.

Moreover, the majority of teachers need a mathematics scheme to follow which embodies the following aims:

- enjoyment on the part of the children;
- a secure knowledge of number facts;
- an understanding of the written calculation to carry out, as well as of mathematical concepts;
- an ability to solve the problems they meet;
- an appreciation that mathematics is primarily concerned with patterns;
- an ability to use the appropriate vocabulary and language patterns according to the situation.

While the Cockcroft committee was collecting evidence, a head and a team of teachers from infant schools, drawn together by Macmillan, was engaged in producing the

infant section of a new mathematics scheme embodying the basic principles subsequently endorsed by the Cockcroft report. The material was tried out in classrooms in a number of different areas and modified to meet teachers' needs. This scheme called Macmillan Mathematics, has just been published. The pupil cards are based on structured sequences of activities (all of which have been carried out by children) and designed to help them to acquire mathematical concepts and skills. The topics included are: number, shape, all the measures and money.

Most of the activities are based on everyday experience; therefore the materials and equipment required are these already available in schools, or at home, or those which are easily prepared by the teacher in advance, or by the children.

Throughout the scheme the questions are framed to help children to work things out and to take the next step for themselves. Much emphasis is placed on the introduction and frequent use of the appropriate vocabulary and language patterns. In brief, through solving problems children learn mathematics and its language.

There are teachers' notes for every card. Key questions for teachers to ask the children are included. Although the notes are comprehensive and ensure that the mathematics on each card is understood, they are compact enough to fit into a handbag. In addition, there are a scope and sequence chart and a teachers' guide to help individual teachers to appreciate how the work they cover fits into the whole of mathematics taught in the infant school.

I have been most fortunate in the team of heads and teachers with whom I collaborated on this stage of the scheme. They have been forward-looking, imaginative and eager to try new activities with the children. We hope that the teachers who adopt this scheme will benefit from our experience and enjoy their teaching of mathematics to the full.

Macmillan Mathematics

Author: Lynda Snowdon Consultant: Edith Biggs

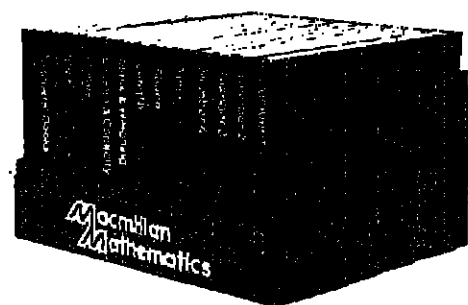
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EXTRA

Mathematics in education and industry

Report by Douglas Butler

The Mathematics in Education and Industry project enters its 21st year with new syllabuses published in mathematics and further mathematics at A level, the launch of a series of programs for mathematical computing, plans for a second residential conference in July, and the publication of a draft syllabus and specimen papers for the proposed MEI 16-plus examination. This year also sees the first examination of the new additional mathematics AO syllabus, and publication of the first in a new series of MEI topic monographs.

Membership: There are now 146 member schools in England and Wales, divided for the purpose of area meetings into 7 regions. There are also 3 schools on the Continent, and in 1982 there was a total of over 10,000 MEI examination candidates at O, AO and A level. Each school pays a nominal subscription, and receives a quarterly Newsletter which is the main channel of communication. Each area is represented by one of its schools' head of mathematics on the MEI Standing Committee, which has the task of keeping the membership in touch in the Board and the examiners. The committee also writes the syllabuses and is responsible for all the project's activities.

It is a distinguishing feature of MEI that the schools have such a democratic access to the examiners. These are appointed by the Oxford and Cambridge Board, whose office-

ers in Cambridge give the project constant and invaluable support. Each February there is an Annual General Meeting in London, attended by representatives from member schools, the board and the examiners; the past year's examination questions are discussed openly, as are all suggestions for modifications to the syllabuses.

● Schools wishing to inquire about membership should write to the MEI office (address given below).

A level examinations: The new syllabus in Further Mathematics is essentially a reorganization of the previous 'double mathematics' syllabuses in pure and applied mathematics, in accordance with the trend to give all candidates the security of a single maths grade. In the Further Mathematics syllabus, the Mathematics syllabus is tested in greater depth, together with a number of extensions and additional topics. Both Mathematics and Further Mathematics have special papers (S level), and candidates may support their papers with the submission of a Mathematics Project, which may be of a computing or statistical nature, or any piece of research in pure or applied mathematics.

The A level course is designed to allow for candidates who range from the mathematics specialist to those who will be using their mathematics in a wide range of other disciplines, including science, engineering, medicine, economics, geography and

business studies. To assist this, the applied papers offer a course in either mechanics or statistics, with a common section on probability and elementary differential equations. The pure paper in the mathematics course includes examination of the new nationally agreed common core.

As an indication of the quality of some of the candidates entered from member schools, it has been noted that in this year's results from the entrance examination to Cambridge, 110 out of the 353 awards in mathematics, engineering, medicine and natural science were given to candidates from MEI schools. It is reassuring to observe further that this quality is represented in the grade distribution at A level.

To cater for the many A level mathematics candidates who go on to read engineering, there is a new topic in the Mathematics special paper on Engineering Statics, including elementary work on beams and hydrostatics. Before this topic was included, the committee consulted the departments of mechanical engineering at all UK universities, receiving a favourable response.

O and AO level examinations: The syllabuses for O level Mathematics and AO level Additional Mathematics acknowledge the fact that many candidates will be finishing their mathematical education at one of these levels. At the same time, these syllabuses pave the way for

the A level course, and introduce some of the topics that represent the MEI "flavour", notably numerical methods and mathematical modelling. The project derives its existence from the schools and industry committee of the Mathematical Association in the early 1960s, and the aim then and now is to present school level mathematics that is both relevant to the needs of industry and commerce (and of course the universities), and is enjoyable and interesting to learn. As a consequence the project has a reputation for examination questions that relate well to true life situations within the bounds of the mathematical knowledge of the candidates at each level.

● Copies of past MEI papers, all MEI syllabuses, and a booklet of specimen papers for the new Mathematics and Further Mathematics A levels, are available on application to: The Oxford & Cambridge Schools Examination Board, 10 Trumpington Street, Cambridge CB2 1QB.

Programs for mathematical computing: At the AGM, a series of Programs for Mathematical Computing was launched. These have been written by Philip Couzens (Oundle School) especially for the BBC Model B computer, to accompany the teaching of the A level syllabuses. They have been well received, particularly as they do not require any specialist computing knowledge, giving complete flexibility to teachers and students alike to demonstrate and explore the mathematics of the following topics: graph plotting, probability and statistics, numerical analysis and matrix algebra.

● The full set of 14 programs is available on disc or cassette, together with the 16 page Documentation, for £17.50. Full details are available on application to the MEI office.

Other publications: A new booklet of MEI formulae and tables for A level has just been prepared by members of the standing committee for use with the Mathematics and Further Mathematics exams. It contains a full selection of formulae, together with all the statistical tables required for the applied papers (including the special papers). Copies are available from the O & C Board (Cambridge office).

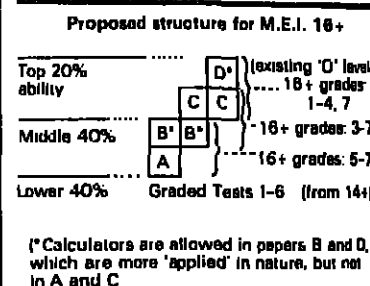
Preparations are well in hand for the first titles of a new series of MEI topic monographs, including: O/AO - Flow charts & basic programming
- Elementary statistics and the normal distribution.
- Solving equations by iterative methods.
AO - Matrices and transformations
- Variation and experimental data
A - Vector mechanics
S - Engineering statics
- Orbits
- Rigid body mechanics

Development of the MEI 16-plus: As reported fully last year (*Mathematics Extra* 26.3.83) by Elizabeth Roebuck (Millfield School), plans for a 16-plus examination within the MEI project are well advanced, and during the past



Douglas Butler, head of Mathematics at Oundle School, and Chairman of the MEI Schools Project

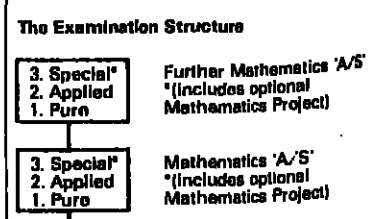
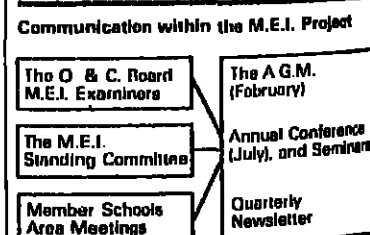
year a draft syllabus and specimen papers have been prepared and published.



Conference and seminar programme: Last July, the first residential conference was presented at the University of Kent. MEI examiners were among the lecturers on a variety of topics from a general theme of applied mathematics. Following this, a 44-page booklet giving the proceedings of the conference was published.

Following the successful statistics seminar at Oundle School in 1981, Gerald Goodall (Brunel University) and MEI examiner in statistics has given a second at Millfield School, attended once again by teachers from MEI schools mostly with a common problem - their statistics is self taught. Mr Goodall is undertaking this campaign almost single handed, and there are now many who will have learnt most of their statistics the correct way from these seminars and from his appearances at the conferences.

The 1983 conference will again be at the University of Kent, the theme this time will be the new syllabus in Further Mathematics. Details are published in the Newsletter, or may be obtained from the MEI office at 41A West Street, Oundle, Peterborough PE8 4EJ.



2 papers (paper 1 is without calculator)



Delegates at the 1982 MEI Conference on Applied Mathematics at the University of Kent

EXTRA

Someone special

Special schools for mathematics and science in the USSR and the USA.

By Geoffrey Howson

A surprising omission from the Cockerell report was any consideration of the desirability of establishing special schools for the highly-gifted young mathematician.

Various reasons might be advanced for this. One is that the committee paid scant attention to what is happening in other countries - 11 paragraphs out of more than 800 - yet clearly what happens elsewhere provides an essential yardstick to measure the efficiency of our own educational system.

A second is that the committee believed that, for a variety of reasons, such schools are extremely unlikely to be established within the UK: Labour is likely to dismiss them as elitist, whilst the Conservatives would seem more intent on bolstering the existing independent schools than in creating centres of excellence to which entry is dependent only upon attainment and promise. Yet even if we in Britain reject such schools it is important to ask why other countries value them and what, if anything, we have to learn from their work. Certainly, I am not qualified on the basis of very short visits to two such schools in the USSR and the USA to supply anything like full answers to these questions, but readers may well be interested in some first impressions.

That special boarding schools exist in the vastly different political settings of Moscow and Durham, North Carolina is of considerable significance. It also means that they are likely to display important differences in approach and atmosphere. The School for Mathematics and Physics in Moscow was one of four established 20 years ago in different cities of the USSR to cater for talented pupils, particularly ones from villages and towns without a university (for these, within the USSR, actively foster talent through mathematical circles, expository lectures, etc.).

Now most republics possess such schools. Significantly the initiative for the formation of the USSR schools appears to have come from university mathematicians and scientists. In the US, on the other hand, there is currently only one such school, two years old, and created largely because of political initiatives. Increasingly, the need is being recognized to persuade more US students to become scientists and technologists and it is becoming accepted that the education provided within the US public system is insufficiently challenging and rewarding for those of high ability.

North Carolina - a relatively poor, rural state, but one which possesses, in close proximity, three excellent universities and a scientific research park on which are represented many leading US and multinational companies - decided, therefore, to establish within the state system a school of Science and Mathematics (NCSSM) which would provide free, boarding-school education for talented 16-18-year-olds. The scheme attracted considerable financial support from industry, commerce and charitable foundations and this allowed the school to pay enhanced salaries and so attract particularly well-qualified teachers, to make necessary alterations to the disused hospital which was to be its home, and, in particular, to equip the school with extensive computing facilities.

The setting-up of the NCSSM was approved in the state legislature by a majority of only one vote, for in the US, as indeed in the socialist countries, there is still strong opposition to special schools. The

possible effects on the child identified at 15 (USSR) or 16 (USA) as someone "special" - particularly if he fails to fulfil early promise - and on those schools which are denied of their star pupils and, in a sense, labelled "deficient" are obvious. Significantly, too, discussion in North Carolina did not divide on party lines. Yet, within two years of the NCSSM opening, a second state, Louisiana, is planning to open a similar school.

The most obvious differences between the two special schools I visited and the average English sixth-form college are the selection procedures, and, rather more surprisingly, their more broadly based curricula.

Thus of the 12 credits required of students at the NCSSM only 2 must be from mathematics and 3 from science - others must include English, social science (including history) and a foreign language. Mathematics and science do not dominate the curriculum. In Moscow, students take mathematics for 8-10 hours in the 36-hour week and physics for about 6, but also have to learn a language and to study literature, history and geography. (Note that in Moscow special emphasis is laid upon physics, although in both schools all three major sciences must be studied.)

Selection procedures for the schools are rigorous. In Moscow there is a gradual "weeding-out" of potential students by means of olympiads, regional examinations in mathematics and physics, and attendance at a special summer school. Indicators used at Durham

are results obtained on the scholastic aptitude test and in the 9th and 10th grades of the feeder school, teachers' reports, involvement in science fairs, etc., general interests, and interviews by the NCSSM staff. Both schools have just under 400 students, but differ significantly in the percentage of girl students, roughly 15 in Moscow and 45 in Durham. In the latter school just under 30 per cent of students are coloured.

Whereas administrative details are readily compared, it is not so easy to compare aims and ethos. Nevertheless, for the visitor from abroad it is these last-named factors which are most important.

Certainly, there are considerable differences to be observed when visiting the schools. In Moscow the girls are all in brown dresses with face collars, the boys in blue military-style uniforms. They sit two to a desk in classes of 34 or so. In Durham dress and attitudes are far more casual and classes considerably smaller - on average about 18. The students are less inhibited to talk to one without undue respect for "authority" - in Moscow it is, of course, harder to communicate with a visitor who does not speak Russian, but some spoke to me in remarkably good English. In Moscow there were no minicomputers to be seen (although I was told the school possessed some) - the only calculator I saw was a Brunsviga of 1930s vintage. Yet there were to be seen in the classrooms pupils' work, photographs of mathematicians, a splendid annotated display of the

works of Escher, records of the successes of former pupils in international olympiads, etc.

In Durham the eye was caught by expensive equipment and the beautiful works of art (some by students) which decorated the corridors. Moscow seemed very much a school; Durham more of a junior college. This distinction spilled over into the classes I visited. In Moscow the teachers each had as an assistant an undergraduate (usually a former student) who helped to check pupils' work and to deal with their queries, wrote problems out on the blackboard, etc. The assistants fulfilled an important function since there was very little talking from the front of the class and no paradigmatic examples worked out on the blackboard by the teachers. The classes learned mainly through the solution of problems.

Yet this was not done in isolation, for there was much coming and going between desks as pupils sought advice of each other and compared solutions. The work on probability and curve sketching was being taken perhaps a year ahead of the English norm, but the emphasis seemed to be on providing higher quality, deeper (ie in the context of curve sketching, trickier) work rather than acceleration. Graduates of the school do not in general gain advanced placement at university. (I was informed that about 60-70 per cent go on to university (at 17) and suspect that many of the others join the services.)

In the NCSSM the teaching style was that of the "enlightened" university lecture: exposition from the front of the room with opportunities for questioning in both directions, but with no student "work" taking place within the class. Here almost 100 per cent of students proceed to university, many securing advanced placement, ie being excused the more elementary courses.

Judging from so small a sample is hazardous, but there did seem to be

continued on back page

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Longman

From abstract to concrete

Teaching negative numbers by Peter Kaner

On the BBC computer programme, there was an expert talking about using the computer to write music. "There are three parameters for musical sounds, pitch, duration and volume." He went on to explain that volume is entered on a 15-point scale, -15 to 0. "-15 gives the loudest. It's a bit odd but you get used to it."

This seemed to me to be the zaniest ever in a long line of lunatic applications of negative numbers. I can only assume that the programmer had his own reasons or perhaps had never heard of *p.p.p.p.p.* Negative numbers have always baffled the majority of children, especially the concrete minded and they have watched with growing confusion the attempts of their teachers to prove the properties of negatives by reference to the real world.

These applications such as going upstairs downwards or to the right leftwards have appeared eccentric to say the least. The fact is that the world gets by very comfortably without negatives by the use of a few appropriate signal words such as 'below' (4 degrees below zero) or 'overdraft' (Dear sir, I regret to inform you that your overdraft has risen by a further £100, in spite of ... etc.) Even when the redoubtable number line is used as a means of explaining negatives it is not clear why right should be positive and left negative.

Anything that is done with a graph can be done with its mirror image so choice of left or right is only a matter of convention. It is not even vital to have "up" as positive and "down" as negative, temperature for example gets lower as you go higher in the atmosphere. (Perhaps this is why the programmer chose his weird scale ... It is extremely negative to have maximum volume of sound blaring from the speaker output of a computer, especially if the composition is by a computer freak!).

There is, thank goodness, a completely abstract way of teaching negative numbers which rarely fails to interest children and almost always gives them a reliable technique

for dealing with negative numbers when they do occur in a genuine application. The idea starts from the fact that zero is not indivisible but can be divided in innumerable ways into a pair of opposites. Perhaps separated or split would be better words to use than divided. This splitting of zero provides the most valuable introduction and can be shown diagrammatically as a split zero with the parts labelled +1 and -1

A three dimensional model could be made from coconut shells or, if you want an ancient cultural symbol to represent the relationship between positive, negative and zero, what about the yin yang, the eternal symbol of male and female. The techniques of addition and subtraction follow in the simplest possible way as I have shown in the examples.

ADDITION
+3 + +5 = +8
+3 + -5 = -2 etc. The complete zero can be rubbed out rather than crossed out.

SUBTRACTION
5 - 3 = 2
1st step
2nd step
3rd step
This is the key example. Two extra zeros are introduced and split so that 5 can be taken away.

5 - 3 = 2 follows the above procedure but this time three zeros are introduced so that -3 can be subtracted.

1st step
2nd step
3rd step

If you need a further illustration of this process, a small topological distortion produces the sociological phenomenon of men and women

Men Women

looking for partners at a party. 5 - 3 becomes the story ... there are five spare men at a party, three women go home so now there are eight spare men at the party. (Very sad!)

Historians tell us that negative numbers were developed relatively late in the course of mathematics and even now many teachers would hesitate before giving a rigorous proof of the well known rule "the product of two negatives is a positive". In fact, the proof is extremely simple yet subtle. One is reminded of the way a Mozart melody can have simplicity and at the same time carry great emotion and be very difficult to play.

In my next article I will give the proofs which I have found to be most convincing with average children.

Meanwhile I would be most interested to hear readers' own favourite routines.

Planned dozen

Computation and Graphs
0 521 28264 0. Probability and Statistics 0 521 23367 4. Algebra 1 0 521 23368 2. Algebra 2 0 521 23432 8. Matrix Algebra and Isometric Transformations 0 521 28265 9. Cambridge University Press £2.60 each.

These are five of a planned dozen books in an Individualized Mathematics series based on existing School Mathematics Project texts. From the material of the SMP books 1 to 5, A to G, X, Y and Z there has been selected carefully structured sections which are here presented in a programmed form. There is an introductory volume on computation, and other titles cover geometry and general revision. The topics have been chosen, and the subject matter arranged, so that the books may be used for individual study, with self-assessment, or to allow newcomers to a school to catch up on earlier work, or to provide consolidation for those who need to overhaul certain sections of work before proceeding further.

The emphasis of the presentation is very effectively placed on the direct involvement of the reader. There is advice on keeping one's own notebook of salient points; there are frequent exercises, with problems to do and to think about; there are tests with checkable solutions, and so on. The SMP has developed the scheme in association with the National Extension College, for whose courses the whole is clearly very appropriate. The series should have a much wider appeal, however, and there is no reason why it should not be adopted for use as textbooks for normal class teaching.

Maths majors

Founders of Modern Mathematics. By F G Ashurst. Muller £7.50. 0 584 10380 8.

Disarmingly, Mr Ashurst acknowledges that his text is largely derivative of the standard works. It would therefore be unjust to base any criticism on the fact that there is little new in his pages and little that will be unfamiliar to any reader who has a previous interest in the subject. Nevertheless, this book is a worthwhile addition to the biographical shelves for the material is well selected and pleasantly arranged. There are accounts of nine major mathematicians, all born in the nineteenth century and with their work carried out in or after that century. There is nothing, save incidentally, about earlier times, but there is a particularly interesting final chapter on the pseudonymous Nicholas Bourbaki, that conglomeration of savants, mostly French, whose influence on recent mathematical thinking has been so profound. The other names will convey the tenor of the argument. Galois, Hamilton and Boole are followed by Cayley, Dedekind and Cantor. Then comes Klein and, perhaps less predictably, Peano. The personalities and temperaments of his subjects are neatly interwoven by Mr Ashurst in his summaries. The whole forms a useful introduction to the so-called "modern" mathematics which has now infiltrated to the school curriculum.

A typically lush American work, Fundamentals of Technical Mathematics (McGraw-Hill, £14.50) by Professor A. D. Kramer, covers the topics that might be found in an intermediate technicians course in this country. The text is clearly set out and the book is beautifully produced, but the price may put it beyond the reach of most apprentices or their tutors.

F W Kellaway

This four-page newsletter has been inserted at the expense of the School Mathematics Project and Cambridge University Press to keep teachers and others involved in mathematics education abreast of the Project's activities

25 March 1983 No. 19

Smp news

In this issue

SMP 11-16 in years 3, 4 and 5.
The second part of the new course is book-based and is currently being tried out in draft form. John Ling and Spencer Instone write about its content.

One school's view
Teachers talking about their experience of using SMP 11-16.

Examination news
Up-to-date information on proposals for the existing syllabuses.

Bar codes
Coded numbering is appearing increasingly on consumer products. Eric Gower writes about how these codes operate and suggests some classroom investigations based on them.

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Cambridge CB2 2RU

brief news

Meet the authors

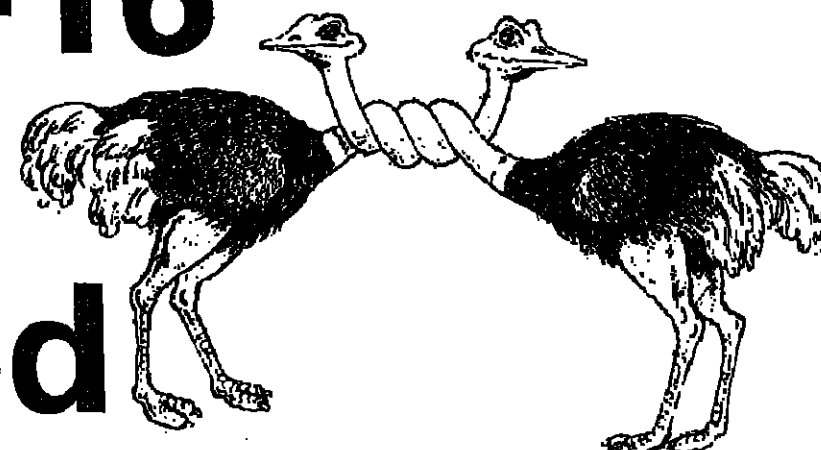
During the Mathematical Association Conference at Exeter University in April the SMP and Cambridge University Press will be hosts at a reception. This will provide an opportunity for conference members to see new SMP publications, including, of course, SMP 11-16 materials, and to meet and talk with SMP authors. Details of the conference are available from Dr D Hammond Smith, University of Exeter, Department of Mathematics, North Park Road, Exeter EX4 4QE.

Revision of the existing SMP books

New Book 4 Part 2 was published in February and New Book 5 will appear in September. The teacher's guide for SMP New Book 3 is with the Press and should

SMP 11-16 is now launched

Below: a cover illustration by Dave Parkins



Publication of a major new contribution to mathematics teaching has now begun. Published by Cambridge University Press, the School Mathematics Project's new secondary school course SMP 11-16 is written for a wide ability range by a team of experienced teachers and has undergone thorough trials in over 40 schools of all types.

The writing team has worked closely with illustrators to produce a course which is receiving wide acclaim for its lively, attractive and clear presentation. And its approach to content, coinciding as it does with many of the recommendations of the recent Cockcroft report, is soundly based on the experience of many teachers as well as on the results of careful research work into children's learning difficulties.

The material for the first two years is in booklet form and is divided into four successive 'levels'; it is the first two of these levels which are now published. Write, if you have not

already done so, to Cambridge University Press (address on this page) for your own copy of the brochure outlining the scheme for the first two years and containing full ordering details for the levels so far published. An SMP 11-16 level 1 and 2 inspection pack is also available on request. If you decide to adopt the course for your school you may keep the inspection pack free.

Level 3 will be published later this year and level 4, which completes the material for the first two years, will appear during the first half of 1984.

The material for years 3, 4 and 5 is, book-based, not booklet-based, and is currently being tried out in the pilot schools. Since many schools thinking of adopting SMP 11-16 naturally wish to know where it is leading, this issue of SMP News contains outline information on the structure and content of the remainder of the course in its trial version. Publication of the material for year 3 will begin early in 1985 ready for use by pupils entering their third year in September of that year.

Finding out at first hand

Many meetings have already taken place country-wide where teachers have met members of the SMP 11-16 writing team and discussed with them the aims and content of the new course; more are planned. Organised by local authority mathematics advisers or teachers' centre warden, these events allow teachers to bring themselves up-to-date on this important new venture. Ranging from short after-school sessions dealing with the 'bare bones' of the material to courses lasting two days or more where SMP 11-16 is studied in greater depth, these occasions are of interest to all secondary mathematics teachers, whether or not they are thinking of adopting a new course; for many current issues are touched upon, such as the role of the calculator in the classroom, the need for a differentiated mathematics curriculum, the improvement of basic number concepts and the importance of being able to apply mathematics to real-life situations.

Meetings of one kind or another will take place over the next two months in the Sheffield and Barnsley area, Dorset, Derbyshire, North Yorkshire, Lancashire, Northamptonshire and parts of London; more are being planned. Watch for local announcements.

Variety of formats

If you are a mathematics adviser or teachers' centre warden and would like to plan a local meeting or course featuring SMP 11-16 (either as the main component or as part of a wider programme) please write to Phil Goodwin at the SMP office (address on this page). He will be pleased to arrange a speaker or speakers to suit a variety of formats.

If, as a teacher, you think something of this sort would be of value in your area please contact your local mathematics adviser and draw his or her attention to this article.

New books from The School Mathematics Project

SMP Individualised Mathematics

A 12 book series based on the content of SMP Books 7-5, Books A, B, X, Y and Z, covering the ground for the SMP O-level syllabuses.

- ★ texts suitable for students working alone with a minimum of supervision
- ★ each book deals with a particular topic area
- ★ each chapter includes a summary section, a self-assessment test, answers to problems

and an assignment exercise
★ revision books in preparation

New this Spring:
Further Algebra and Computation
Geometry 3 Three Dimensions
About £2.80 each

SMP Revised Numbered Books

More than just a revision of the successful 'numbered' series:

- ★ 5 books rather than the original 3
- ★ easier to allow for the varying rates at which classes work
- ★ many topics extended and strengthened
- ★ more exercises at all stages

★ Answers to about half the pupil exercises
★ Teacher's Guides in preparation

Just out:
New Book 4 Part 2 £3.50

smp 7-13 NEW EDITION

A popular and highly successful mathematics course that develops mathematical concepts for the child in an interesting and enjoyable way, using practical methods

- ★ consists of units each covering roughly one year's mathematics
- ★ suitable for children of all levels of ability

★ produced by a team of teachers with plenty of practical experience in primary schools

Unit 1 has now been revised (and the new edition will be available in June):
★ Improved layout of pupils' Work Cards
★ new and better Assessment Tests

Inspection material for teachers is available from Rosalind Horton at the address below.

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

Examination news

SMP 'O' level The SMP Executive Committee has asked a working party to review the existing N and C syllabuses. In accordance with the recommendation in the Cockcroft report, the working party wishes to recommend that from June 1985 onwards the non-calculator option should cease to be available and that there should be only one SMP 'O' level syllabus and examination. The syllabus will be very similar to the N and C syllabuses. Schools have received notice of the proposed change in a letter from the Oxford and Cambridge Board which has invited any who foresee severe practical difficulties if the recommendation is adopted to write to the SMP. Very few, if any, 'O' level syllabuses in mathematics will forbid the use of the calculator in 1985, but the SMP syllabus is still, perhaps, the only one that has attempted to incorporate some of the curricular changes that the calculator brings with it. Please note that these changes refer to the existing SMP 'O' level syllabuses; separate arrangements are being made for the pilot schools using SMP 11-16.

SMP CEE Entries for this examination are increasing sharply each year. In 1984 schools will be able to enter candidates for the two TEC modules which will be added to the syllabus. Draft teaching materials for these modules will be available for a small number of pilot schools.

We should be pleased to hear from schools which wish to act as pilot schools to test the teaching material and provide feedback on it to the authors. Please write to the Executive Director at the SMP office. Negotiations are in progress with TEC to arrange that a high grade in the examination, where the candidate has entered for both TEC modules, will give exemption from TEC Level 1.

Syllabus changes At the end of last year a letter was sent to all schools giving the revised Additional Mathematics syllabus which will operate from the 1984 examination and the modifications to the SMP 'A' level syllabus, effective from 1985, which are necessary to incorporate the agreed Inter-Board Core. Any school which has not received this information should write to the SMP office.

A supplement to the Revised Advanced Mathematics texts A small booklet covering the extra topics in the SMP 'A' level syllabus from 1985 onwards (chiefly parametric differentiation and more complicated partial fractions), including teaching material and exercises, will be available shortly. Please write to the SMP office for further information.

Examination meetings After each SMP GCE examination a committee of teachers discusses the papers set (at 'O' level and at 'A' level) and sends comments on them to the awarders. As a follow-up to the comments upon the November 1982 'O' level examination the committee which prepared the comments and the awarders met in January to discuss both specific points arising from the papers and some more general issues. All agreed that it was a most valuable discussion. It is proposed that a similar meeting to consider the 'A' level examination should be held in the summer.

The Oxford and Cambridge Board organised two meetings, one in London (26 February), the other in Leeds (5 March) at which teachers in schools entering candidates for SMP 'A' level were able to meet and question the awarders. The awarders for SMP Further Mathematics also took part. A lively discussion on a number of points took place. Amongst the issues raised were the role of applications in SMP 'A' level, the size of the syllabus and the length of the papers. Some suggestions were made for possible deletions from the 'A' level syllabus to compensate for the additions made to meet the requirements of the Inter-Board Core, but it was pointed out that both the 'A' level and the Further Mathematics syllabuses are shortly to be reviewed and so some suggestions were made for extensions or new topics for inclusion. With Further Mathematics it was felt that the size of the 'core' in the SMP syllabus could be increased. Teachers who would like to add to the suggestions made at the meetings are invited to write to the Executive Director at the SMP office.

The work for the first two years of the course – the booklet part of the scheme – is divided into four successive 'levels'. And for more able pupils, extension booklets are added to levels 2, 3 and 4. By the end of year 2, pupils working from the booklets will have reached different stages. Some will have completed all or most of the work up to level 4, including extension work; some may still be working on level 2. The material for years 3, 4 and 5 takes into account such differences in attainment and assumes that pupils will be self-directed. There are three series of books: in the trial version they are called Yellow (Y), for the most able group, Blue (B) and then Green (G). If each series is taken in conjunction with the work in levels 1 to 4 which it pre-supposes, then the syllabuses for the three series are 'nested'. The syllabus for the G series (which follows closely the Cockcroft 'foundation list') is included in that for the B series, which is in turn included in that for the Y series.

SMP 11-16 in years 3, 4 and 5 by John Ling

The end points of the Y and B series are related to a common ('O' level and CSE) 16+ assessment scheme. The G series, which is described in more detail on the opposite page, is written for pupils who fall outside the range catered for by the 16+ examination, and an integral part of this series is a scheme of assessment by graduated tests.

The common 16+ assessment scheme which is planned for the schools using the trial version of the SMP 11-16 includes a 'staircase' of four written papers (1, 2, 3 and 4 in descending order of difficulty) together with coursework assessment and mental mathematics tests. In this scheme, pupils take papers 1 and 2, or 2 and 3, or 3 and 4.

The syllabus for papers 1 and 2 is based on the content of the Y series (books Y1 to Y6). Two extension books (YE1 and YE2) provide extra material for the very able. The B series branches after book B2. By following the upper branch (books BE1, BE2 and BE3) a pupil will cover the syllabus for papers 2 and 3; by following the lower branch (books B3 and B4), the syllabus for papers 3 and 4 will be covered. The BE books provide a route to an 'O' level pass for pupils who start on the B series.

The allocation of a pupil to one of the three series at the start of the third year does not entail that thereby an early decision has been made about level of entry at 16+. In the testing schools pupils have been started on one series and later transferred to another; and, as described above, the B series makes provision for the 'late developer'. Because of the nesting of the syllabuses of the series, the work done is not wasted if the pupil subsequently moves up to another series.

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Entry into SMP 11-16 at age 13+

For the published version of the course, we plan to include two transition books, one for the Y series and one of the B series, containing material from the later levels of the booklet scheme. These will assist schools wishing to start the course at 13+.

The content of the Y and B series

The books continue the aim of presenting mathematics in close relationship with contexts which bring it to life. The Y and B series are written for class use. They continue many of the features of the booklets in their extensive use of illustration and colour to help in explaining difficult ideas and in the close attention paid to readability. The calculator is used extensively for the Y and BE series.

scientific calculator is needed but for the B series an ordinary four-function calculator is sufficient.

It is not possible to give a detailed description of the content of the books in the space available here, so I will focus on some distinctive features and emphases. I have written these notes as if all the material were already written, but at the time of writing books Y4, Y5 and B4 are still at an early stage of development.

The differences at the 'O' level and between SMP 11-16 and the existing SMP course are more matters of emphasis and approach than of content, though there are some differences of content too. In the new course there is no work on sets and set notation or on abstract algebraic structure, and matrices are introduced at a late stage as a glimpse of 'higher things' than as a central component of the course.

The idea of ratio is emphasized early on in the series and recurs in many places. (The term 'ratio' is used in the sense in which it is the ratio 'circumference divided by diameter', i.e. a ratio is expressed as a single number.) Acquiring a secure grasp of ratio is difficult for many pupils and we have been very much aware of this in our approach to the topic. Trigonometry is approached through ratio, as is the idea of gradient, and work on proportionality forms a significant part of the course.

An important idea of a function is not formalised until a late stage, after the pupil has met numerous instances, drawn from everyday experience and science, of relationships between variables and their graphs. The use of letters for functions is introduced for the benefit of pupils going on to 'A' level and to calculus, but it does not assume great importance in the course.

Developing skill in the use of algebra, the language for expressing and handling relationships between numerical variables, is an important aim of the series. The 'balancing' approach to solving equations, begun in the booklets, is continued. The more abstract ideas of algebraic structure are touched on in the YE extension books but are not part of the syllabus for 'O' level.

The absence of a concern with structure does not mean that the emphasis in geometry, the topics in the course are included because of their intrinsic interest and their applicability and there is no one line of development which assumes pre-eminence. The work on two-dimensional objects begun in levels 1 to 4 leads on to consideration of the fundamental relationships between points, lines and planes in three dimensions through a consideration of drawings of 'impossible objects'. Management is an important topic in the series, as much for its connection with geometry and proportionality as for its geometrical importance. There is less work on transformation geometry, and no use of vectors for mappings. Relationships between the coordinates of a point and its image are expressed as pairs of linear equations, and handling these involves algebraic manipulation. At a later stage matrices are introduced as a notation for handling linear equations and the rule for matrix multiplication is derived from the work on statistics.

The nature of the work on statistics is an emphasis on sampling, designed to show by experience how reliable (and unreliable) sampling can be. The work is based on a bank of information about a large group of pupils. Another important part of the booklet work tackles the difficulties involved in interpreting data such as school statistics, and alerts pupils to common errors of misinterpretation. The series includes work on problems of the kind which arise in industry and business: timetabling, allocating resources and optimisation.

A feature of the planned 16+ assessment scheme is the inclusion of coursework assessment at all levels. Our reasons for wanting to have this component included in the assessment are the same as those which led the Cockcroft committee to recommend its inclusion: certain types of work, notably investigative work and work involving the pupil to collect and select relevant data from the real world can only be properly done under examination conditions.

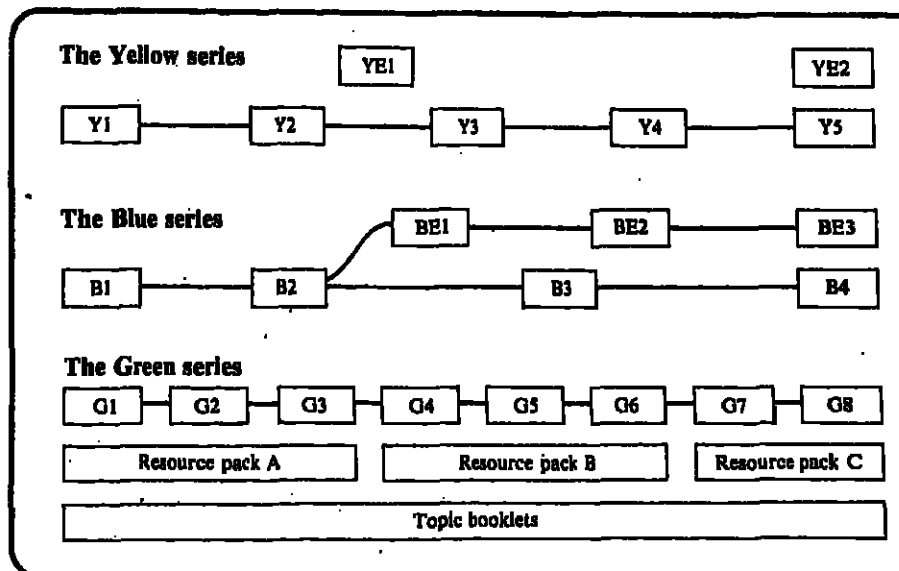
Work of this kind is included in the books in the form of class activities, with individual follow-up work as a preparation for similar work to be handed in for assessment. We shall be monitoring very carefully the progress of this experiment in coursework assessment at all levels.

The B series (books B1 to B4)

At the CSE end there are much greater differences between the new course and the existing CSE course. A lot of what is currently included in CSE syllabuses is absent from the syllabus for papers 3 and 4 of the trial assessment scheme for SMP 11-16. There is no work, for example, on sets, vectors, matrices or function notation. The emphasis is on a smaller range of elementary mathematical ideas and techniques of wide application, presented through those applications.

Most important of all is the understanding and use of numbers – whole numbers, decimals, percentages – with an emphasis on selecting appropriate calculations and interpreting the results.

The algebra in the series is of limited extent



The Green series by Spencer Instone

The G series has been written as part of SMP 11-16 for those third, fourth and fifth year pupils whose ability is below the official examination 'cut-off' point of 60%. We have not written for pupils of the very lowest ability, for whom reading and writing in themselves present great difficulty, though a number of the trial schools have found much useful material in the G series for even these pupils. The content of the G series is closely based on the Cockcroft 'foundation list', and the work is firmly based on the experiences and surroundings of the pupils. This means that the mathematics is presented as arising from, and applied in, a particular everyday context. The vital every day skills of estimating and approximating are emphasized throughout; commonsense and mental methods are encouraged wherever possible. There are openings for discussion and for more open, investigative work, as well as many mathematical puzzles and games.

Assessment forms an integral part of the course in the fourth and fifth years. There is a series of graduated written tests in these years which pupils may take when they are ready, as well as tests of practical, oral and mental skills. The assessment is not different in nature from the course materials, but arises naturally out of them. In general, pupils may have more than one 'go' at an assessment item. We hope that assessment will seem less daunting by being included in this way.

A summary of content is given on the right. In addition to the topics mentioned, the books G1 to G8 contain ample review material, games, puzzles and investigations, and the booklets in levels 3 and 4 remain as a resource for extending able pupils.

SMP 11-16

but covers the types of simple formulae most frequently occurring in science and technical work. The work extends to solving a simple equation in order to find the value of a letter which is not the subject of the formula.

The spatial work includes material on map-reading, on making and using scale drawings, on interpreting diagrams and pictures of three-dimensional objects, and work on geometrical patterns.

The graphs material concentrates on the interpretation of the overall features of a graph (maxima, minima, relative steepness, etc.). The statistical work includes sampling based on the data bank referred to in the description of the Y series above.

As in the Y series there are class activities as 'lead-ins' to practical and investigative work.

The BE series (books BE1, BE2 and BE3)

Much of the content of these books is taken from that of books Y1 to Y3 with some modifications.

If you would like a chapter-by-chapter synopsis of the content of the draft course for years 3, 4 and 5 please write to the SMP office.

Right or wrong to copy?

Following a recent enquiry, we feel that it may be useful to outline the general position on the making of copies of SMP material. All material developed by the SMP and published by Cambridge University Press is in copyright and permission to make a copy or copies of any of this material must be sought, by letter, from the Permissions Controller, Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU.

The exception to this general rule is the worksheet masters which are a part of SMP 11-16. Although these are in copyright, they are published under the understanding that schools may copy them, without permission, in any manner they wish, and have been designed with ease of copying in mind. In some cases, for example the assessment tests and record sheets for SMP 7-13, it is recognised that a school is likely to need multiple copies. In these cases, the material is made available as cheaply as possible – at a price in fact, which is competitive with many methods of producing multiple copies.

SMP 11-16: one school's view by Paul Scruton

The schools using the trial version of SMP 11-16 are of all types: most are comprehensive, though selective schools are well represented; size and location range from quiet rural to large inner-city comprehensives; and, above all, their teaching staffs represent a wide diversity of approaches to teaching mathematics. So no one school can represent the whole picture of testing. But I visited Royston comprehensive school, in South Yorkshire recently where, said the headmaster Barry Hilditch, taking on SMP 11-16 had done wonders for the morale of staff and pupils alike. The village of Royston originally had a mining population but now most of the local people travel to work in Wakefield or Barnsley. The school is 11 to 16 with 850 on roll and, until it went comprehensive 8 years ago, was a secondary modern. I sat in on a lunchtime discussion with head of mathematics Jim Lodge and his staff and asked them about their involvement with the first part of the course over the past three years.

What attracted you to the idea of being involved in SMP 11-16?

We had never used any SMP materials before. Mixed ability teaching had been introduced at the bottom end of the school and very few of us had had experience of it. We tried making our own course for a year and this was unsatisfactory, so consequently we accepted the offer of being a testing school enthusiastically.

Tell me about the department.

There are five of us teaching maths full-time and three who teach it as part of their timetable. We have our own maths rooms and these are on the ground floor within easy reach of one another. This helps us to do a bit of sharing of equipment and so on. This year we've used those 'cardboard transfer files' – you know, the ones with the flip-tops – and they're very good if you want to carry booklets or whatever around. We did use crisp boxes – the ones packed of crisps come packed in – and they're very good for storing the booklets in, but they aren't stable enough for carrying things around.

How did you cope with the organisational demands of the course?

There's a lot to do, a lot to keep track of, and it took me a while to realise that I'd got to get the children involved. You can't manage on your own checking books and equipment otherwise you'd spend at least 10 minutes after each lesson just checking.

And did the children respond well to this? Oh yes, they're better organised than we are! They know exactly where we keep



things and if something's not where it should be in their room they're very good about going to another maths room and asking. People who take cover lessons are amazed at how well the pupils organise themselves.

What about recording children's progress and providing revision?

Recording is very important. We've used a number of different methods over the three years but the important thing is to record what booklets a pupil has used and when, and to have some idea of how well they've done. We use the review material for revision, or to check to see how much they've remembered after some time has elapsed.

What do you as teachers think about the content of the course?

The content – the mathematics – is not very different from other courses: it's the way it's presented, the approach, that's so much better. ... It caters for boys as well as girls, I think: usually a book is 'either written for boys or for girls, but this course is equally oriented to both. ... It covers things in such depth that you wouldn't think first years capable of it. I think it's excellent, I do. ... The science department are very impressed with the way the children can deal with graphs and tables. ... We've needed to convince some parents that advancing in mathematics is not just a matter of doing harder and harder sums, to explain to them that we are trying to teach methods and concepts that will be of use to the children later on, that what matters is how a child can apply mathematics.

What about the children's reactions?

Very good. They all enjoy maths now: they enjoy the games, they enjoy the experiments, the course is just a lot wider than what they've had before.

The way you and many other schools are using the course, the teacher's role has become less of a lecturer, standing up at the front and more of a consultant. How do you feel about the change?

I think it's very difficult at first but it's something you get better at and become used to. ... I still feel the need for a change sometimes and we have an occasional class lesson. ... The mathematics is not difficult for the teacher but initially I had to work hard familiarising myself with the booklets: because rather than having a group of thirty children all working at one problem you've got potentially thirty problems coming from several different booklets. ... Oh, but the second time round is much easier than the first year!

How do you cater for extremes of ability?

Well there's the extension material for the more able and the 'Stretchers' which have been found quite hard by our children. ... For the less able, those who have failed in junior school, the early booklets have built up their confidence again. ... We cooperate with the remedial department and children can be taken out for maybe a fortnight to get over some particular point; or sometimes the remedial teacher will sit in with a child in the maths class; either way their work on the course isn't interrupted and the children don't feel isolated.

Royston isn't a large school, as comprehensive go. What advice would you give to a school of similar size thinking of taking up the course?

They need to think about the practicalities of organisation and they need to work out a system of storage for all the booklets, worksheets and equipment. ... Cost shouldn't be too much of a problem: I've worked out that the setting-up cost for the first year comes to about £4.50 per pupil, which is cheaper than a lot of text-book courses. That doesn't include the cost of duplicating paper for worksheets, which is a large item. But the draft booklets have lasted well: I would say I'm going to get five years' wear out of the draft booklets and I understand the booklets in the published version have even stronger covers.

Do you have any doubts about carrying on with the course in its published form? Or are you quite happy?

Oh, no, we're quite happy.

Bar Codes by Eric Gower

The breakfast table may seem an unlikely starting point for some mathematical detective work. However, not even the most bleary-eyed can have failed to notice the recent appearance of a new accompaniment to our favourite version of 'snap, crackle and pop'. Cereal packets, marmalade jars and an increasing number of other grocery products now bear a symbol of the electronic age - the bar code. These intriguing patterns of dark and light, wide and narrow stripes each with its associated row of digits, offer us a resource which might have some potential in maths lessons. The problem is that few people seem to know much about them. Most early-morning attempts at deciphering have resulted in frustration or missed trains. This article is offered as a layman's guide to the codes in which some suggestions for investigational starting points are made.

The bar code system is part of a scheme covering most of the western world to give retailers goods unique identifying numbers. The scheme will allow better and faster communication between the various parts of the manufacturing and retail chain. If you have shopped at one of the small but



increasing number of UK stores currently using computerised checkouts you will have experienced this at first hand. Whereas at a conventional checkout the assistant has to read the price on each item and ring it up manually, with the new system the bar code is scanned by a low-power laser beam. The unit is linked to a computer, which holds the prices of the various goods. The computer displays the name of the product and its price at the till and this information is also printed on the till receipt.

The bar code is the machine-readable form of the unique number given to the product. Although 8-digit codes are used in some situations, the international system uses a 13-digit number. The first two digits identify the nationality of the 'number brand' issuing that number. The next five numbers are allocated to a particular manufacturer or supplier and the next five identify the product. The final digit is a check digit to ensure that the code is correctly composed.

XX	XXXXX	XXXXX	X
Country	Manufacturer	Product	Check
code	reference	number	digit

A classroom project which involves collecting a large number of labels and packages can serve as the basis for asking and answering such questions as

- 1 What is the code for the United Kingdom?
- 2 What are the codes for other European countries?
- 3 What about the USA?
- 4 Books are being brought into the scheme. Try to find some books with bar codes on and see how their codes differ from the grocery ones. Are they related to the International Standard Book Number (ISBN)?
- 5 Some products, apparently made by different firms, have identical manufacturer references. Why?
- 6 Are different sizes of the same product given different numbers?
- 7 Are new forms of packaging given the same or different numbers from the original packaging of the product?
- 8 Numbering the digits from left to right, the 13th digit - the check digit - is calculated from an odd-numbered digit: $p \times (\text{sum of the 6 odd-numbered digits}) + q \times (\text{sum of the 6 even-numbered digits}) + \text{digit 13} \equiv 0 \pmod{10}$. What are the values of p and q ?

9 When are 8-digit codes used?
10 Some codes appear to use 11-digits. Actually these are 12-digit codes. Where are they used? Where is the missing digit?

So much for the numbers; what about the bars? Some features of 13-digit bar codes are common, whatever the number.

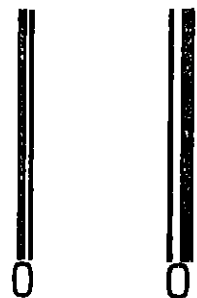


The number appears underneath the bar code, with the first digit to the left, outside the bars. The code starts and ends with 2 longer thin bars, and two similar bars split the code into a left-hand and a right-hand part. There are 24 other bars in the code. These vary in width and in spacing. When you examine the right-hand side of the code, you find 6 digits and 12 dark bars. It is not difficult to see that each digit is associated with a pair of bars. Examination of several products will show that, for example, 0 is always represented on the right-hand side by two bars like this.



When we compare this with representations of 0 on the left-hand side of the code we discover two things. First the 0 is represented by a different pair of bars and secondly, there appears to be more than

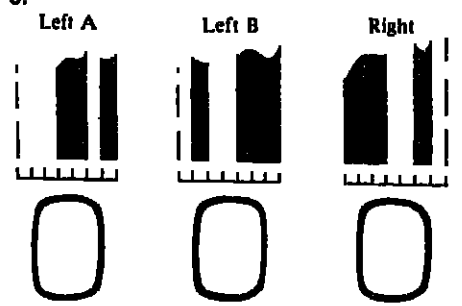
one way of representing 0. Here are the two left-hand representations.



The reason for this is historical. When the system of product numbering was started, the USA originators thought 12 digits would be sufficient. However with the rest of the world joining them and the need to keep in step with an existing system, it became necessary to encode an extra digit using the 12 which were already there. This is done by having two different representations for each of the digits 0-9 for the left-hand part of the code. These are known as the A and B representations. A mixture of A and B representations can be used on the left-hand side: the particular permutation of As and Bs chosen is itself the code for the extra digit.

Here is an enlarged drawing of part of the right-hand representation for 0. At this scale it is not hard to see that the pattern is 7 units wide. The first three are dark, the next two are light, the next one dark and the last is light. All the patterns for the digits are 7 units wide.

It has to be possible to distinguish the boundary between one digit and the next, so the first unit must be different from the seventh. On the right-hand side, the first is always dark and the last is always light. For both the A and the B patterns the reverse is true. Here are the three representations for 0.



TWP and AFA by John Hersee

... If assessment at 16+ is to reflect as many aspects of mathematical attainment as possible it needs to take account not only of those aspects which it is possible to examine by means of timed, written papers but also of those aspects which need to be assessed in some other way.

So says the Cockcroft report. The latest version of the Criteria for Mathematics at 16+, recently submitted to the Secretary of State for Education and Science for his approval, includes references to a 'coursework' component in assessment at 16+.

What do the Criteria say about 'coursework'? Such an assessment must be complementary to, and not a duplicate of, written examination papers. Coursework may take a variety of forms, including practical and investigational work. These statements complement some of what the Cockcroft report says:

'Examinations which consist only of timed, written papers cannot, by their nature, assess ability to undertake practical and investigational work, or ability to carry out work of an extended nature. They cannot assess skills of mental computation, or ability to discuss mathematics, nor, other than in very limited ways, qualities of persistence and inventiveness.'

Many people already have a special interpretation for 'coursework', but the term

'alternative forms of assessment' (AFA) covers, albeit in a negative way, a variety of methods and approaches to assessment other than by 'timed, written papers' (TWP). A further advantage of using AFA is that it does not suggest that private study candidates cannot be included in this kind of assessment.

In its evidence to the Criteria Working Party the SMP attempted to indicate in more detail the range of abilities and qualities which might be assessed by AFA. Our statement included the following.

The ability to apply and interpret mathematical knowledge in everyday situations. Analysing a problem or situation, then selecting appropriate mathematics to solve or illuminate it, including cases where there is no unique 'answer'. Interpreting information presented in written, diagrammatic or tabular form; presenting results, choosing the appropriate method of presentation. The ability to estimate, approximate and use appropriate degree of accuracy. The ability to recognise and apply spatial relationships in two and three dimensions and make translations between three-dimensional objects and their two-dimensional representations. Generalising patterns, arithmetical, algebraic, geometrical; conjecturing and testing hypotheses where there are a number of alternatives possible. Persistence; the ability to pursue a piece

of mathematics through several stages and to make several 'attacks' from different directions.

The ability to use resources: libraries, books, computer data files, etc. Oral, aural and mental abilities. Practical skills, such as taking measurements in a practical situation and using them. The ability to cooperate with others in seeking the solution of a problem.

Of course assessment is only half of the story; the other half is the curriculum and the way it is taught. Cockcroft reminds us that mathematics teaching at all levels should provide opportunities for practical work, consolidation of skills, problem solving and investigational work.

SMP texts have always sought to encourage these kinds of activities in the classroom. Amongst other things, the 'ludic' in the 'lettered' books provides opportunities for investigation and discussion. The new course, SMP 11-16, includes opportunities for practical work and investigations and the assessment which is being developed for the SMP 11-16 pilot schools includes a 'coursework' component.

We should be interested to hear from schools and teachers about the scheme raised above and how they feel the SMP could contribute to development. If you have views, ideas, suggestions, some experience of assessment, or of the use of investigations and practical work in lessons, please write to me at the SMP office.

Further Information relating to article numbering and bar codes can be obtained from Article Number Association (UK) Ltd, 6 Catherine Street, London WC2B 6JJ.

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EXTRA

364 adds up to confidence

The development of the City and Guilds Scheme in Numeracy by Pam French and George Barr

The City and Guilds Certificate in Numeracy (No. 364) had its roots in the concern of the late 1960s and early 1970s over the apparently poor mathematical performance and negative attitudes to mathematics of education leavers when attempting to apply mathematics in the workplace. A study by the Institute of Mathematics found that their students had little understanding of basic mathematical concepts and skills.

Work carried out by the Further Education Group at Brunel University in the early 1970s showed that such concern was valid. In particular, the work of Rees and Barry provided important research background for the development of the Numeracy Scheme. Rees, for example, highlighted certain mathematical concepts and skills that were hard to cause particular difficulty. He also revealed that lecturers were not aware of the nature and extent of these difficulties. In a parallel study Barry observed that a disproportionate amount of time was being spent on these elements of mathematics curriculum that first students could do relatively easily.

It was also found that talking on a one-to-one basis with these students revealed a real sense of failure in mathematics at school with frequent anxiety and fears about the college course and the effect on their jobs.

Further studies revealed that the gaps and skills misunderstandings of these students were also those which caused difficulty to school leavers and even teachers in training. Later work by Furneaux and Rees on the structure of mathematical abilities was also relevant to the development of the numeracy scheme. They found that mathematical tasks can be broadly grouped into two categories. Some tasks require a level of general ability, while others require mathematical skills, which are in addition a more inferential nature.

Development: as a result of the concern over students' poor mathematical performance and the research by the City and Guilds established in December 1977 an ad hoc committee comprising representatives of education and industry. The committee's task was to develop a curriculum for the continuing research in numeracy whose main aim was to impart confidence and 'feeling' for number and its application in everyday life.

The Certificate in Numeracy, was introduced in some 80 centres during 1979 and involved nearly 2000 teachers. At the same time the expositions by the teacher, discussion, practical work, consolidation of skills, problem solving and investigational work.

The success of 364 Numeracy may be judged by the fact that 11,000 students entered the examinations in 1982 from over 300 centres and these numbers are expected to show a substantial increase again this year.

Once the scheme was established, a demand arose for a second, more advanced level. It was decided that the original scheme should be kept as it was with only a slight change in title. This part would be called 364 Numeracy Level One and the new syllabus and examination would be called 364 Numeracy Level Two. This new aspect to the scheme



Confident numeracy in nursing is vital.

was designed to be an extension of Level One with a similar philosophy: it should continue to be relevant to everyday life but further develop students' confidence in handling number and introduce them to basic mathematical ideas to enable smoother progress (1) through vocational courses and (2) to other mathematical courses.

The Level Two scheme has been operating on a pilot basis since 1981 and is now nearing the end of the developmental stage. Valuable information about the needs of students at this level has been obtained from the pilot and it is proposed to move to full implementation in September 1983, with the first examination to be offered in December 1983.

The development of this curriculum structure, which was pre-Cockcroft, was based on the research briefly outlined above. The scheme has as its overall aim the desire to generate confidence in a gradual building up of mathematical concepts that are relevant to life: adopting a strategy which the Cockcroft report has termed as development 'from the bottom upwards'.

Aims: the course is designed to help people who, as a result of their lack of basic numeracy skills, are finding it difficult to cope with the demands of their college courses, their job or their social lives or who find difficulty in gaining entry to the course or employment of their choice.

The aims of the Level One course, as taken from the published syllabus pamphlet, are to assist the students to:

- 1 Raise their basic standard of numeracy to a minimum level required for day-to-day living and working.

continued

2 Gain confidence in their own ability to learn and to manipulate numbers.

3 To cope with further work in calculations required for present and further study.

4 Transfer number skills learned into new situations.

The aims of the Level Two course are to assist students to:

- Acquire a greater facility in the use of number in everyday life and work by developing and extending the skills defined at Level One.
- Understand the basic 'mathematical' ideas required to cope with further studies.
- Gain greater confidence in their ability to apply these generalized number skills in a wide range of practical contexts.

The syllabuses are arranged under topics with sample problems, sample contexts, explanatory notes and a glossary of terms with which students are expected to be familiar.

The topics covered at Level One include: the four operations on positive whole numbers, tables, place value, orders of magnitude, estimation decimals and simple fractions, standard units (students are expected to be able to work with both metric and Imperial units), reading tables of figures, ratio and proportion, averages, percentages, algebraic symbolism (using everyday examples), properties of shapes, area and volume of right angled figures, graphs, charts and diagrams.

Level Two develops and extends the topics covered by Level One and introduces additional topics such as: directed numbers, expression of large numbers in standard form (eg in space flight), elementary algebra, flowcharts.

The contexts in which these topics are set concentrate on the practical problems of everyday life: money management, do-it-yourself, travel etc. and the sample problems indicate the type of question with which students will be expected to cope in the examinations.

Methods of Assessment: the assessment policy is best summed up in the words of the Cockcroft report: 'It follows that the mathematical content of tests should not be limited to computation only... any tests should include such things as the reading of graphs, charts and tables, mensuration, geometrical representation... and the use of the calculator.'

The assessment, with this policy in mind, takes the form of a 60 question multiple-choice examination lasting two hours at Level One and similarly at Level Two.

The questions are taken from an item bank containing questions on every topic in the syllabus. Each question has performance statistics to help ensure that the examinations are consistent from one examination series to another. Each examination continued

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Ginn Mathematics

Cooking, one of the practical situations in everyday life requiring basic numeracy.

EXTRA

364 adds up to confidence *continued*

is set to a specific pattern which is laid down in the syllabus pamphlet.

The questions are written by teachers/researchers of numeracy. The usual procedure is that interested teachers attend a City and Guilds day course on item writing designed to help them develop their skill in question construction, explain how assessment theory relates to the mode of examination and discussion of the philosophy of the numeracy examination.

The item writers are encouraged to write questions that are related to practical/everyday applications. The questions should aim to be realistic and relevant but not so complex as to obscure the mathematical task. Special consideration needs to be made for example, when a problem involves more than one process; here the figures involved should be as simple as possible to avoid purely mechanical errors. The questions should be designed to probe understanding to enable a valid assessment yet should not be so difficult as to generate a loss of confidence.

The philosophy of the different schemes is an important consideration for item writers. At Level One questions should be posed which will help build confidence based on the fundamental rules of mathematics. At Level Two the questions while still designed to build confidence aim at a slightly higher level of mathematics, sometimes involving an element of mathematical inference. The following is an example of this point: at Level One a student may be asked to find the sale price of an article given the original price and a percentage discount; at Level Two a similar problem may be set except here the student may be required to find the original price of the article given the sale price and the percentage reduction.

New questions for the item bank are edited by a panel of three subject specialists, pre-tested on at least 300 students prior to their taking the examination and finally reviewed in the light of the pre-test results.

The examination includes questions on money problems, reading tables, systems of units, mensuration, interpretation of charts and graphs, averages, ratio, proportion, percentages, etc as well as estimation and approximation. It is important that students understand and can use the mathematical processes involved in such topics and therefore, at both levels One and Two, the numbers used in the questions are carefully selected.

Whilst calculators cannot be used in the examination, teachers are strongly encouraged to help students develop an ability to use the calculator, especially for the solution of "tedious" calculations, and questions on their use are included in the paper. For example, at Level One a use of calculator questions could take the form: How could 12½p be represented on the display of a calculator? At Level Two the questions may be written to test whether students know the correct sequence in which to press the keys on a calculator in order to answer a specific problem without their actually having to solve it.

Feedback on performance: candidates who have sat the examination and achieved a pass, credit or distinction grade are awarded a Certificate in Numeracy by the CGLI.

Colleges are issued with an examination report which discusses the results of the examination in terms of the performance on the topic sections of the syllabus for all the candidates who sat the examination. The report highlights good and bad performance and attempts to give diagnostic information where this is possible.

A comment on performance in general is given at the beginning of the report with a breakdown of the

main areas of difficulty experienced by the students. More detailed information is given on the specific topics of the syllabus. For example, in the May/June 1981 report for 364 Numeracy Level One, it was reported on standard units the "Simple 24 hour clock items were well answered, but once the item became a "time zone" problem 22 per cent of the students gave an answer which ignored the change in time from one zone to the other... 35 per cent of the students had the feeling that one yard is slightly longer than one metre... and so on.

For the May/June examinations, centres also receive a national and centre profile which supplements the examination report and provides additional information on the performance of candidates in different sections of the examination. The profiles are in two parts: a national



profile which gives an indication of the range of scores obtained for each specified section by all the candidates taking the paper and an individual centre profile which gives the mean scores obtained in each section of the examination by the group of candidates taking the paper at that particular centre.

The aim of this feedback is to enable centres to compare the achievements of their students with the national results, thus highlighting any apparent strengths or weaknesses in the various parts of the syllabus.

Of the 10,988 candidates who entered the Level One examinations in 1981/82, 9,842 actually sat the examination and 89 per cent of these qualified for an award, the percentage obtaining each of the grades being - Distinction: 27 per cent; Credit: 45 per cent; Pass: 17 per cent; Fail: 11 per cent.

Just over half the candidates were male and they performed slightly better than the female candidates, while the success rate was found to vary quite significantly among the various age groups, as shown below

Age at Entry	Success Rate
Under 16	81%
16	89%
17	92%
18-21	90%
22-49	94%
50+	100%

It is very encouraging to hear from people in schools, colleges and

industry that the scheme is achieving its aims as the following comments and observations from teachers appear to highlight:

Christine Grange Numeracy Co-ordinator North Herts; The City and Guilds 364 qualifies as a good examination on two counts: it motivates the students and its content is relevant to everyday life.

At North Herts College students from our pilot YTS course, GFE, TOPS Preparatory and maths/English workshop enter the exam.

The 364 exam fits in perfectly with our aim to teach them basic maths with a totally practical bias. By the end of the course students have proved to themselves that they are functionally numerate and, having considered themselves failures at school, the fact they are considered "good enough" to enter an examination is a tremendous boost to their confidence.

City and Guilds is a familiar and well-respected name, so successful students gain a nationally accepted qualification which they can happily present to prospective employers. *John Hobbs Numeracy Co-ordinator, Bedford College of Higher Education; At present 364 Numeracy is widely used throughout the college on a variety of courses. Pre-vocational and vocational courses already follow other City and Guilds schemes, but many include 364 numeracy as an additional free-standing component.*

It also plays a significant role in the non-vocational courses especially as part of the adult evening class provision. Many adults return to education seeking help in numeracy in connection with either work or everyday life, and the 364 Numeracy syllabus covers most of the students' needs.

The examination is well presented and easily understood by the student. This is a major factor since many of the students also have literacy difficulties.

John Roberts Stockton Billingham Technical College. Given that the curriculum and departmental structure of many educational establishments still tend to be based on traditional subject boundaries, the City and Guilds Certificates in Numeracy and Communication Skills (772) may seem to be unlikely bedfellows.

However, the philosophy and aims of both courses have much in common: both are designed to equip students to cope at a basic level with the demands of day-to-day living and working and although 364 is specifically related to numeracy skills and 772 to tackling problems and tasks which are language-based, there is a large degree of commonality in teaching strategies and materials.

What is of paramount importance in the teaching of both areas is the ability to engender confidence in dealing with the ever increasing range of daily problems that may confront students, whether or not they are in employment.

Perhaps the logic of integrating the two schemes finds its greatest

expression in other City and Guilds courses: for example the range of foundation courses, in which the communication studies component and numeracy in one paper, and vocational preparation (General) (365) where both form key elements in a common core of study.

Evidence has shown that students respond well to the numeracy course and develop confidence in their ability to handle number which they have hitherto lacked. Teachers frequently quote students as saying about the course: "I can't do maths but I can do this," and then later progress to further mathematics courses. It has even been reported that some students come away from the examination saying they have actually enjoyed it!

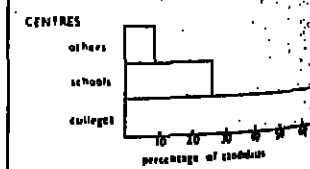
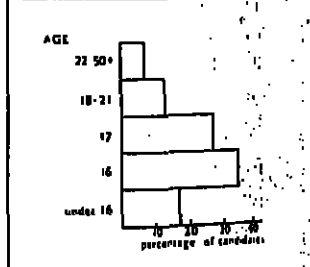
Employers, such as London Transport, support the scheme by paying the examination fees for their trainees on courses of further education and more recently by including it in their own MSC sponsored programmes.

As can be seen, candidates in the numeracy examinations come from a wide range of backgrounds (see Tables 1 and 2).

Although the majority have been aged 16 and 17 years and from colleges of further education, the number of entries from schools is rapidly increasing. Entries also come from employer-based training schemes, adult education centres, penal institutions, community homes, centres for the disabled and students studying at home.

In order to meet the different needs of the various groups there will be four scheduled Level One examinations and three Level Two examinations in 1983/84. The next available Level One examination is in July and Level Two will be held in December. The current examination fee is £4.80 per candidate.

Further details regarding the Numeracy scheme may be obtained by writing to Section 21b, City and Guilds of London Institute, 46 St. Ann's Street, London WC1X 9AB quoting reference 364/TES.



Pam French is on the staff of City & Guilds of London Institute. Tony Barr is research fellow, Brunel University.

Design, develop and evaluate

Number Guidelines, City of Bradford Metropolitan Council, £2.00.

This is yet another example of the proliferation of mimeographed and/or professionally printed publications which have been written and produced in an effort to help primary schools to design, develop and evaluate their mathematics curriculum. I presume that it, like so many others, resulted from an initiative by the advisory officers which led to groups of teachers, usually heads of schools, working long hours sifting through textbooks, children's published workbooks, central government reports, academic journals, the guidelines already published by

other authorities, and their own experiences to finally arrive at a printable compromise which may, or may not, be accepted into the particular authority's own schools.

Each group believes that it has written the definitive work on the subject and proudly insists that enough "extra" copies are printed to cope with national sales. However, it then finds that the purchasers are the mathematics advisers from each of the other 103 education authorities in England and Wales, plus one to each college of education mathematics department and a few others to enthusiastic amateurs with more money than sense.

This one is comprehensive, easy to read, and exhibits the incredible

detail and precision of vocabulary which characterizes our profession. It is a first class publication, but unfortunately it is just like the dozens of others on the same theme - we have been swamped with both quality and quantity.

Two questions now come to mind - but I do not know the answer. Firstly, if a class teacher has a great set of texts, cards or workbooks for the children, is he or she going to bother with mimeographed guidelines? Secondly, if 20 headteachers are each paid at least £40 per day, and 4 advisers sit in on each session to monitor progress at a minimum of £50 per day, and if they work in a room for five hours in the day at a notional room rental minimum of £20 takes an estimated minimum of 20 working days, how much does it cost the country as a whole to produce 104 separate, but similar, sets of guidelines, if we ignore the cost of paper, printing, travelling expenses, meals, supply teachers, and so on?

Paul Harling

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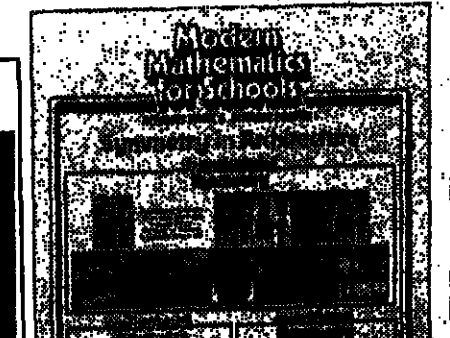
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As an introduction to the use of mathematical tables, the Three-figure Tables are particularly clearly printed in two colours and an open layout.

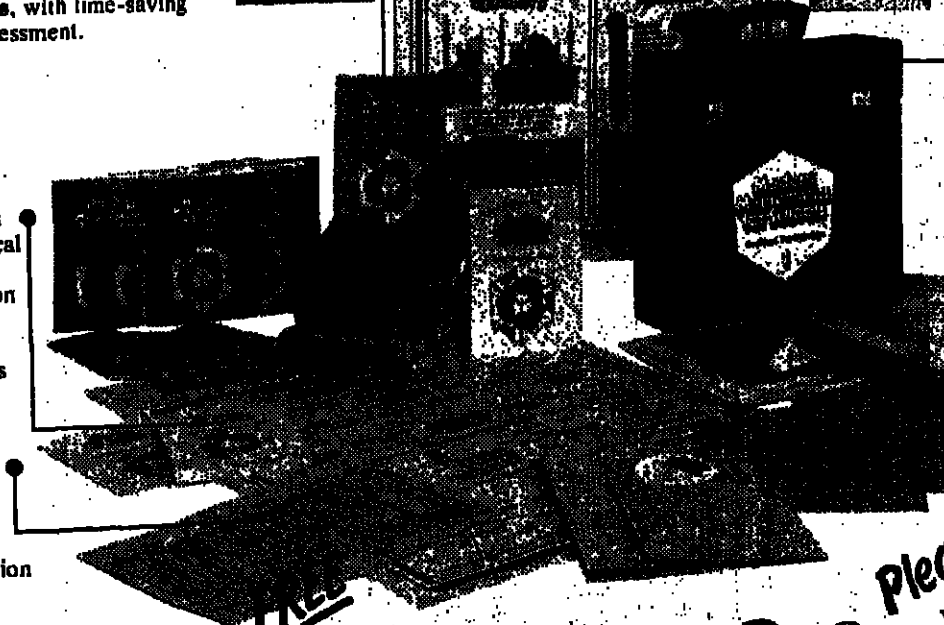
The Graph Workbook provides a useful selection of squared paper, isometric paper and tracing paper.

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The Interest Packs provide informal and visually stimulating elements to mathematical education. Each pack contains 4 Spirit Masters, 2 two colour Facts Posters and 2 full colour Interest Posters.

Modern Arithmetic for Schools gathers together the arithmetical content of Books 1-4 with the arithmetic chapters and revision sections from Books 5-7. The Supplementary Booklet contains computation exercises and computation papers.

The pupil-based Continuous Assessment Wallet is used to record scores from the Progress Papers. And the wallet design allows safe storage of other information relating to an individual's mathematical progress.



Please send information to—
Name _____
School address _____
Post to: MMS (Blackie/Chambers)
FREEPOST
Edinburgh
EH7 0BW

RELIABLE-BLEND OF TRADITIONAL & MODERN

Modern Mathematics for Schools is written by the Scottish Mathematics Group and published jointly by Blackie and Chambers.

Arnold Junior Maths

The major new scheme in four stages for ALL junior school children with additional work for both the gifted and the less able.

STAGE 1 ready in April
STAGE 2 ready May/June

ARNOLD-WHEATON

Please send me inspection copies of ARNOLD JUNIOR MATHS: Stage 1 ☐ Stage 2 ☐ (Tick boxes as required)

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c/o Arnold & Son Limited, FREEPOST, Leeds LS11 9YY
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1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

DERWENT SECONDARY MODERN SCHOOL
Carlton Avenue, Hull F
York YO1 3JZ

Mixed 11 - 16 School.
Required for September.
Teacher of French. A
British may be available
suitable applicant. The
successful candidate will
be required to teach
throughout the school
CSE level.

Apply by letter giving
curriculum vitae and
names and addresses of
references to the Head
of the school by 18
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particulars of the above-named person to the appropriate office, on receipt of which the necessary action will be taken.

John E. [redacted]
Director of Education

SECONDARY SCIENCE
(continued)

Scale 2 Posts and above

SOMERSET

BISHOP FOX'S SCHOOL

(11-16 mixed comprehensive, 650)

For September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

CAMBRIDGESHIRE

HUNTINGDON AREA

BRANFORD COMMUNITY SCHOOL

Required for September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

MULTICULTURAL SUPPORT SERVICES

Owing to the expansion of these lively services, applications are invited from suitably qualified and experienced teachers for the following new posts:

MINORITY LANGUAGES UNIT

SENIOR TEACHER

to lead a team of teachers to develop and co-ordinate the teaching of minority languages in schools. Appropriate qualifications in 1 or more Asian languages are essential.

TEACHERS

of minority languages, to work in schools under the direction of the leader.

TEACHERS

of Urdu, Punjabi, Bengali and Gujarati are required. Appropriate qualifications in these languages are essential. Scale 3 available for suitable candidates.

AFRO-CARIBBEAN TEACHING UNIT

SENIOR TEACHER

to lead a team of teachers to provide for the special educational needs of pupils from Afro-Caribbean backgrounds, and to develop strategies to counteract underachievement.

TEACHER/RESEARCHER

to work as a member of the team to teach and research the linguistic needs of pupils from Afro-Caribbean backgrounds. Scale 4 available for suitable candidates.

TEACHERS

to work in primary and/or secondary schools with pupils from Afro-Caribbean backgrounds. Applicants must have suitable qualifications and expertise in the teaching of Humanities, Social Sciences and/or General Subjects. Scale 3 available for suitable candidates.

MULTICULTURAL DEVELOPMENT UNIT

SENIOR TEACHER

to lead and co-ordinate a team of teachers to foster Multicultural Education in schools, including the development of whole school language policies.

TEACHERS

to work in schools to develop whole school language policies (to include the special language needs of non-English and Creole speakers), and to promote Multicultural Education in schools. Scale 3 available for suitable candidates.

ENGLISH LANGUAGE TEACHERS

A number of Scale 1/2 posts are available to perpetuate ESL and Remedial teachers in primary, secondary, and special schools. Scale would be dependent upon qualifications and experience.

SPECIAL EDUCATION

i) SCC ENGLISH LANGUAGE TEACHERS ABOVE

ii) OUTREACH TEACHERS

A number of posts (Scale 2) to work with Special Schools in the fostering of school and parent/community links; a part-time teaching commitment is required, specifically geared to the needs of ethnic minority children.

iii) PERIPATETIC TEACHERS FOR HANDICAPPED CHILDREN

Additional posts (Scale 2) within the existing Peripatetic Services (Hearing Impaired, Visually Handicapped, Mentally Handicapped), working with pre-school pupils; the new posts are designed to ensure that the particular needs of ethnic minority handicapped children are met and that the visiting services develop specific expertise in this area.

Further details and application forms are available from: The Head, Multicultural Support Services, Bordenley Centre, Stratford Road, Birmingham B11 1AR. (Please state clearly for which post(s) details are required, and enclose: s.a.e.). Closing date 18th April 1983.

BEXLEY LONDON BOROUGH

Riverside School

Yarnton Way, Erith, Kent, DA18 4DW

Tel: 01-310 0111

Roll 1,050. Mixed - 11/18

Chemistry Teacher

SCALE 1

Required for Summer Term or from September to join enthusiastic and well resourced Science Faculty Team to help in the expansion of CSE, 'O' and 'A' level Chemistry. Good lower and Upper School laboratory and Laboratory Technician provision. Strong pastoral system, mixed ability teaching methods.

LAAs 2015. Assistance with removal expenses, legal fees and disturbance allowance can be considered. Send curriculum vitae and names of two referees (one if first appointment) to the Headmaster.

DUDLEY

KING EDWARD VI COLLEGE

St Peter's Road, Birmingham B15 2TT

For September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

CAMBRIDGESHIRE

BRENTWOOD COUNTY HIGH SCHOOL

Required for September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

DIVISION

AYLSFORD SCHOOL

Required for September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

KENT

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KENT

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Required for September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

LEICESTERSHIRE

KING EDWARD VII SCHOOL

Worcester Road, Leicester LE1 1AA

For September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

CAMBRIDGESHIRE

ST PETER'S SCHOOL

For September 1983, HSA 2 of Chemistry, Scale 2, within a strong science department.

Application form and details (SAE) from the Head at the school.

Closing date 15 April 1983. (15833)

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Closing date 15 April 1983. (15833)

CAMBRIDGESHIRE

ST PETER'S SCHOOL

For September 198

SIXTH FORM & TERTIARY

continued

Scale 1 Posts

AVON
ST. BENDAN'S R.C. SIXTH FORM COLLEGE
Brommington, Wiltshire
Principal: Mr. Mervyn Davies
Required for 1st September 1983. A well qualified teacher of Theology. Candidates must be able to teach in a Roman Catholic school.
For further details, send a.c. to the Catholic Education Office, 155, Chiswick Road, W4 3AL, London, W4 3AL. April 1983. (157541) 140022

WEST GLAMORGAN

Position on page 57, 1381022

WEST SUSSEX

SOUTHERN AREA COLLEGE
MATHEMATICS Teacher under Secondary (157371) 140022

SOUTHERN AREA COLLEGE
SCIENCE Teacher under Secondary (157351) 140022

ALTON COLLEGE

Purpose building sixth form college, becoming tertiary in September, 700 students 16-18. Applications are invited for the following posts for September.

02 SENIOR LECTURER RESPONSIBLE FOR ASSESSMENT AND HIGHER EDUCATION GUIDANCE
Responsible for design and co-ordination of reports on student activity and performance and preparation and guidance of Higher Education applications; and to act as Deputy to Head of Social Science Department. Trained graduate with teaching experience in History, Economics, Psychology or Sociology required.

03 SENIOR LECTURER IN COMPUTING
Responsible for development of computer education across the curriculum and management of computer services in support of curriculum and administration. Experienced graduate sought, capable of advising on development of a College resource, arranging appropriate in-service support for staff, and of effective administration of services.

04 LECTURER GRADE II IN ENGLISH AND COMMUNICATIONS
Responsible to Head of Department for these subjects.

05 LECTURER GRADE II IN SOCIAL SCIENCES
Responsible to the Head of Social Science Department for integration and development of courses in Geography, History, Psychology and Sociology. Trained graduate with teaching experience in at least one of these subjects required.

06 LECTURER GRADE II IN APPLIED SOCIAL STUDIES
Responsible for vocational and pre-vocational studies within Social Science Department. Appointee will be qualified by training and experience to initiate and lead development of courses in at least one of the following: social work, preparation, child care and nursing, nursing, CPVE, provision for adult and young unemployed.

07 LECTURER GRADE II IN BUSINESS STUDIES
08 SENIOR LECTURER IN GENERAL

09 LECTURER GRADE II IN CATERING (FOOD SERVICES)
10 LECTURER GRADE II IN CHEMISTRY

11 LECTURER GRADE II IN COMPUTING
12 LECTURER GRADE II IN COMMUNICATIONS AND ENGLISH

13 LECTURER GRADE II IN ECONOMICS
14 LECTURER GRADE II IN MATHEMATICS

15 LECTURER GRADE II IN PHYSIOLOGY
16 LECTURER GRADE II IN SECRETARIAL SKILLS (INCLUDING WORD PROCESSING)

Salary Scales: Senior Lecturer £10,173-£11,364
Lecturer Grade II £8,855-£11,022
Lecturer Grade III £7,537-£9,705

Further details from Principal, Alton College, Old Odham Road, Alton, Hampshire GU34 2LX. Please enclose a.c. and quote ref. number.

RAVENSWOOD VILLAGE and CENTRE OF SPECIAL EDUCATION

HEADTEACHER GROUP 4S

The Ravenswood 'Annie Lawson' School is a Registered Independent School for pupils with severe learning difficulties. It is linked with both Bulmershe College of Higher Education and King's College Medical School and provides lifelong care and education.

We are looking for a competent, caring professional with:

- (a) an appropriate qualification in the education of pupils with learning difficulties;
- (b) relevant experience of mental handicap;
- (c) the ability to be an effective member of the multi-disciplinary team which manages this unique Village;
- (d) an active interest in Further Education.

Ability to use audio-visual aids and an interest in developing the use of micro-computers an advantage.

The post is on Burnham Group 4S Head Scale and furnished accommodation is available if required.

For further particulars write to:

Professor Regal OBE JP MED
at Ravenswood Village
Crowthorne, Berks RG11 6BQ

Closing date for applications 14th April 1983.

County of Cleveland

County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. (Tel: 0642) 248155, Ext. 301677.

CLOSING DATE: 18th APRIL, 1983.

Application forms and further details for the undermentioned post obtainable from and returnable to the County Education Officer.

Financial assistance with household removal expenses is available in approved cases.

SPECIAL SCHOOLS

HEAD TEACHER (GROUP 6 (S))

FERNDALE/BARRINGTON SCHOOL, College Road, Middlesbrough, Cleveland TS3 9JB.

Required for 1st September 1983, a well qualified and experienced special educator to become Head Teacher of a newly amalgamated school for children with severe and profound learning difficulties. The two schools to be amalgamated, Ferndale and Barrington Schools, occupy a single site and are physically interconnected.

ROTHERHAM

THOMAS ROTHERHAM COLLEGE
Co-ordinational 6th Form College, April 1983 on full

Required for September 1983. Teacher for 6th Form, English, Scale 1. Applications are invited for the post of a level and Physical Education level would be an advantage.

Closing date: 7th April, 1983.

Applicants by letter to the Principal of the College, Moorhouse Road, Rotherham S60 2JH. (157351) 140022

W.B. Minnett, Director of Personnel Resources, (157351) 140022

ROTHERHAM

MILSWORTH COMPREHENSIVE SCHOOL
11, 18 MARCH, APPROX. 1983 on full. Approx. 117 in all form.

Required for September 1983.

TEACHER OF ART

Required to teach Art to mixed ability groups up to and including the 12th Art and Design examination. A range of skills in drawing, painting, sculpture, printmaking, photography and design would be an advantage. Experience in the use of the computer would be an advantage.

Closing date: 7th April 1983.

Curriculum vitae and details of two referees for reference to the Head of the School, Milsworth, Rotherham S60 2JH. (157351) 140022

W.B. Minnett, Director of Personnel Resources, (157351) 140022

WEST SUSSEX

WORTHING SIXTH FORM COLLEGE
ENGLISH. See under Secondary, (157401) 140022

WEST SUSSEX

HAYWARD HEATH 6TH FORM COLLEGE, HAYWARD HEATH, W. Sussex, R11 1000

Suitable qualified and experienced staff required for September 1983. A graduate to teach Computer Science and English up to A level. Details of the post and application forms are available from the Principal upon receipt of a completed application form. Closing date for applications is two weeks after publication of this advertisement. (157101) 140022

Special Education

Headships

EAST SUSSEX

GREAT SANDERS SCHOOL, Southdown, Brighton, East Sussex

Headmaster required at this well-established independent Special School for boys between 10 and 16.

The successful candidate will be a qualified, experienced teacher with a minimum of 10 years' experience in the field of Special Education and a minimum of 5 years' experience in the field of Headship.

Full particulars available from the Principal, Great Sanders School, Southdown, Brighton, East Sussex BN1 6BQ. (157301) 140010

HAMPSHIRE

FARNBOROUGH SOUTH SPECIAL SCHOOL (S.N.M.) Farnborough, Hants GU14 8R. N.D.R. 85

Applications are invited for the post of Head of the School to be formed from the present Unit Comprehensive School.

Appointment from 1st September 1983. Further details and application forms available from the Principal, Farnborough South Special School, Farnborough, Hants GU14 8R. (157301) 140010

NORTHUMBERLAND

EAST HARTFORD SCHOOL, Hartington, Notts S43 8AL

Headteacher Grade 4 (S) required for September 1983. The school has 350 pupils with 30 boys and 30 girls. The school is a well-established independent special school for children with severe and profound learning difficulties. The school has a high reputation for its educational standards and its facilities. The successful candidate will be a qualified and experienced teacher with a minimum of 10 years' experience in the field of Special Education and a minimum of 5 years' experience in the field of Headship.

Full particulars and application forms available from the Principal, East Hartford School, Hartington, Notts S43 8AL. (157301) 140010

W.B. Minnett, Director of Personnel Resources, (157301) 140010

Closing date: 8th April 1983

DERBYSHIRE COUNTY COUNCIL, DERBY

AN EQUAL OPPORTUNITY EMPLOYER. (157101) 140020

Deputy Headships Second Masters/Mistresses

HAMPSHIRE

THE CHANGE DAY F.S.N. School, Alton, Hampshire

Required for September 1983. Deputy Head Teacher Grade 4S. Salary Band 3. Closing date: 11th April 1983.

Application forms and details of the post are available from the Head Teacher, The Change Day F.S.N. School, Alton, Hampshire GU34 2LX. (157351) 140022

Heads of Department

NORFOLK

HEWETT SCHOOL, Gifford Road, Norwich

SCALE 3 HEAD OF SPECIAL EDUCATION

This post offers exceptional opportunities to experienced teachers of pupils with learning difficulties but also provides scope for other staff with relevant experience, including those with a background in the field of Special Education.

Application forms and further details from the Head of the School, Hewett School, Gifford Road, Norwich NR6 3JH. (157351) 140022

Scale 2 Posts and above

BERKSHIRE

KENNET COMPREHENSIVE SCHOOL, Kenilworth, Berkshire

Required for September 1983. Head of Special Education. Salary Band 3. Closing date: 8th April 1983.

W.B. Minnett, Director of Personnel Resources, (157351) 140022

CUMBRIA

CUMBRIA COUNTY COUNCIL, Wetherby Junior School, Wetherby

Salary: Burnham Scale 3 + special allowance £678 p.a.

Teacher-in-Charge to be responsible for the running of the Special Education Unit within the school.

Unit currently carries for around 40 pupils whose learning difficulties range from the moderate to the severe.

ROUNDHILLS SCHOOL, Sandhurst Road, Sandhurst

Salary: Burnham Scale 3 (S)

Assistant Teacher to take charge of the Special Education Unit within this day school for children with moderate learning difficulties. Age range 5-16. The children are mostly from the local area and the unit is a well-established and successful one.

Full particulars and application forms available from the Principal, Roundhills School, Sandhurst Road, Sandhurst RG5 3JH. (157301) 140010

W.B. Minnett, Director of Personnel Resources, (157301) 140010

Closing date: 8th April 1983

DERBYSHIRE COUNTY COUNCIL, DERBY

AN EQUAL OPPORTUNITY EMPLOYER. (157101) 140020

DEVON

EDUCATION COMMITTEE, NORTH DEVON COLLEGE, Plymouth PL4 8AA

Applications are invited for the post of a level and Physical Education level would be an advantage.

Closing date: 7th April, 1983.

Applicants by letter to the Principal of the College, Moorhouse Road, Rotherham S60 2JH. (157351) 140022

W.B. Minnett, Director of Personnel Resources, (157351) 140022

OVINGDEAN HALL SCHOOL FOR THE HEARING IMPAIRED CHILD Ovingdean, Brighton East Sussex

Applications are invited for the post of

Resident Headteacher

With effect from 1st September, 1983, following the retirement of Mr B. W. Phillips.

The Governors are looking for a dynamic, forward-looking person who is a fully qualified teacher of the deaf and has considerable experience in the education of the hearing impaired child.

The salary, scale 7(S), also carries an additional allowance for residence.

The successful candidate will be required to live on the school campus in a modern detached house sited at a convenient distance away from the main school buildings.

Application forms and further details are available on request from the Clerk to the Governors at the school to whom the completed form should be returned by Friday 22nd April, 1983.

A Non-Profit Making Charitable Trust

Headteacher: Mr P. L. Thomas

FARNEY CLOSE SCHOOL LIMITED

Requires a

Deputy Headteacher

for 1st September 1983

The school, situated 12 miles from Brighton in 30 acres of woodland, is a (S) all-age, mixed, residential school for maladjusted children.

Applications are invited for the above post from suitably qualified teachers of either sex who have had administrative experience in the field of maladjustment.

The position requires a belief in structure, order and consequence, together with knowledge of present curriculum trends in education including prescriptive learning.

Salary is Burnham plus extraneous duties allowance, together with free accommodation available for the successful candidate.

Application by letter giving curriculum vitae and two referees including your present employer, should be addressed to Mr A. L. Gould, Company Secretary, Farney Close School, Bolney Court, Bolney, West Sussex RH17 5RD.

BODENHAM MANOR SCHOOL

Bodenham, Herefordshire HR1 3JS

Deputy Headmaster

Bodenham Manor is a non-maintained residential school for 38 severely disturbed boys aged 8-18 years. We provide a therapeutic environment to enable our children to fulfil their developmental and educational needs. This senior post is one which carries a great deal of responsibility. It requires an experienced and enthusiastic teacher who will be prepared to work hard in helping to lead a successful team from September 1983.

Bungalow accommodation could be provided for this post. Further details may be obtained by writing to the Headmaster. Applicants should write a very full letter of information and interests including a curriculum vitae.

There is an additional Scale 1 post which is not a joint appointment. The wife of the Deputy but this is not a joint appointment.

BIRMINGHAM CITY COUNCIL

SPECIAL EDUCATION

continued

HAMPSHIRE

ADULT EDUCATION, Haverhill, Hampshire

Required for September 1983. Deputy Head Teacher Grade 4S. Salary Band 3. Closing date: 11th April 1983.

Application forms and details of the post are available from the Head Teacher, Haverhill, Hampshire GU34 2LX. (157351) 140022

W.B. Minnett, Director of Personnel Resources, (157351) 140022

Closing date: 8th April 1983

DERBYSHIRE COUNTY COUNCIL, DERBY

AN EQUAL OPPORTUNITY EMPLOYER. (157101) 140020

APPOINTMENTS IN SCOTLAND

JORDANHILL COLLEGE OF EDUCATION

SCOTTISH VOCATIONAL PREPARATION UNIT

FIELD OFFICER

The Scottish Vocational Preparation Unit requires an additional Field Officer due to an expansion of its work. The post is open to any person interested in, and working with, young people.

The successful candidate will have a strong interest and some experience in learner centred assessment and in the practices of staff development and staff training. He/she will assist other Field Officers in developing the Unit's work on assessment and in running various forms of vocational preparation.

This post offers an excellent opportunity for professional development through working in a field of major contemporary importance with a highly committed group of colleagues.

The appointment is expected to run until 31st March, 1985. Secondment may be arranged with the applicant's present employer.

The salary range is £7,956-£12,661; initial placing band will be dependent upon present salary, but will not exceed £9,618.

Further information and application form are obtainable from the Personnel Officer, Jordanhill College of Education, 76 Southbrae Drive, Glasgow G13 1PP. The closing date for applications is Monday, 18th April, 1983.

DUNBURG

Required for September 1983. Deputy Head Teacher Grade 4S. Salary Band 3. Closing date: 11th April 1983.

Application forms and details of the post are available from the Head Teacher, Dunburg, Hampshire GU34 2LX. (157351) 140022

W.B. Minnett, Director of Personnel Resources, (157351) 140022

Closing date: 8th April 1983

DERBYSHIRE COUNTY COUNCIL, DERBY

AN EQUAL OPPORTUNITY EMPLOYER. (157101) 140020

CLOSING DATE: 18th APRIL, 1983.

Application forms and further details for the undermentioned post obtainable from and returnable to the County Education Officer.

Financial assistance with household removal expenses is available in approved cases.

SPECIAL SCHOOLS

HEAD TEACHER (GROUP 6 (S))

FERNDALE/BARRINGTON SCHOOL, College Road, Middlesbrough, Cleveland TS3 9JB.

Required for 1st September 1983, a well qualified and experienced special educator to become Head Teacher of a newly amalgamated school for children with severe and profound learning difficulties. The two schools to be amalgamated, Ferndale and Barrington Schools, occupy a single site and are physically interconnected.

Full particulars and application forms available from the Principal, Ferndale/Barrington School, College Road, Middlesbrough, Cleveland TS3 9JB. (157301) 140010

W.B. Minnett, Director of Personnel Resources, (157301) 140010

Closing date: 8th April 1983

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CROYDON COLLEGE FAIRFIELD, CROYDON, CR9 1DX TEL: 01-888 9271-6

FACULTY OF BUSINESS & SOCIAL STUDIES

Applications are invited for the following posts which will be available from 1st September 1983.

PRINCIPAL LECTURER IN PERSONAL MANAGEMENT
The successful candidate will be expected to lead a group of lecturers in Personal Management, Human Behaviour, Industrial Relations. Teaching is on curriculum courses ranging from BEC National to post-graduate Management levels, and the group also participate in short courses.

He/She will also be the Senior Course Director for the Institute of Personal Management courses, requiring close liaison with the Institute at headquarters and at the local branch.

Candidates should be graduates in an appropriate discipline, should have spent some time as a Principal Lecturer, and should have considerable experience in lecturing over a wide range of subjects in the Personal Management field. They should preferably be members of the I.P.M.

SENIOR LECTURER IN MANAGEMENT STUDIES
The applicant will teach on a wide variety of Management and BEC courses. We are looking for a generalist, preferably with an MBA or DMS, plus practical and teaching experience.

LECTURER II IN ACCOUNTING
To teach accounting on a wide range of courses, primarily BEC. Applicants should have a degree in Business Studies, or a professional Accounting qualification, plus relevant teaching experience, and preferably a teaching qualification.

LECTURER I IN BOOK-KEEPING, NUMERACY AND ACCOUNTS
To teach on a wide variety of BEC courses. Applicants should have a degree or equivalent qualification in Business Studies, plus preferably a teaching qualification.

Salaries will be in accordance with the current Burnham Further Education Award, i.e. Principal Lecturer £24,400 - £25,800; Senior Lecturer £20,700 - £22,100; Lecturer II £17,400 - £18,800; Lecturer I £15,600 - £17,000.

All including the London Weighting Allowance of £910.

Further details and application forms may be obtained from the Vice-Principal, Croydon College, Fairfield, Croydon, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement.

FIFE REGIONAL COUNCIL EDUCATION COMMITTEE Department of Further Education

REGIONAL CO-ORDINATOR (SPECIAL NEEDS)

Applications are invited from suitably qualified persons for the above post. Duties include, co-ordinating and developing courses for the handicapped in each of the region's four Further Education Colleges, as well as liaison with other organisations responsible for and interested in this work.

Salary Scale - Senior Lecturer II - £9,988-11,700.

Further details may be obtained from The Director of Education, Telephone: 0592 262361. Ref: 47/7ES/29432.

Application forms may be obtained from The Director of Education, Regional Offices, Wemyssfield, Kirkcaldy, to whom completed forms should be returned not later than Friday, 8th April, 1983.

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham Award and subject to formal appointment. **LECTURER GRADE I** on an initial contract for the year 1983-84. The successful candidate will be expected to teach on a wide range of courses, including Business Studies, Social Studies, and other subjects. The successful candidate will be expected to have a degree or equivalent qualification in Business Studies, plus relevant teaching experience, and preferably a teaching qualification.

BRIXTON COLLEGE
56 Brixton Hill SW2 1QS
General Education Department
Required from September 1983, as an addition to the present staff. **LECTURER GRADE I** to teach Child Development and Education (0-7 years) on NYSB courses.

Applicants should be qualified teachers, experienced in teaching children, and have a minimum of 5 years experience in the field. Salary scale £15,600-£17,000. For all posts there is an inner London Allowance of £590. ILEA is an equal opportunities employer.

HAMMERSMITH AND WEST LONDON COLLEGE
Golden Square, W1P 8BL
LECTURER II in Community Care Required for September to teach CCL 100 course and teach caring services "sample" and social studies to other post-graduate courses.

Candidates for this full-time post should have an appropriate degree and professional qualifications with sound experience in the caring services.

KINGSWAY-PRINCETON COLLEGE
Department of Legal and Business Studies
LECTURER I in Law. The successful candidate will be expected to teach on a wide range of courses, including Business Studies, Social Studies, and other subjects. The successful candidate will be expected to have a degree or equivalent qualification in Business Studies, plus relevant teaching experience, and preferably a teaching qualification.

CAMBERWELL SCHOOL OF ART AND CRAFTS
Pockham Road, SE8 5UF
Tel: 01-733 0977
Department of Art History and Conservation
LECTURER II in Science. The successful candidate will be expected to teach on a wide range of courses, including Business Studies, Social Studies, and other subjects. The successful candidate will be expected to have a degree or equivalent qualification in Business Studies, plus relevant teaching experience, and preferably a teaching qualification.

Applicants are invited for appointment from 1st September 1983 to a qualified teacher who will support the Diploma and Higher Diploma courses in Paper Construction and Bookbinding, and the development of the design, composition, and layout of books and magazines. The successful candidate will be expected to have a degree or equivalent qualification in Business Studies, plus relevant teaching experience, and preferably a teaching qualification.

COLLEGES OF FURTHER EDUCATION continued

CROYDON COLLEGE FAIRFIELD, CROYDON, CR9 1DX TEL: 01-888 9271-6

Applications are invited from suitably qualified and experienced persons for the following part-time post. Duties to commence as soon as possible for the academic year 1983-84.

FACULTY OF SCIENCE, ARTS & FOOD TECHNOLOGY. GENERAL & COMMUNICATION STUDIES

Ideally the persons appointed will be teacher-trained graduates with some business and/or industrial experience. They should possess a real interest in young people and be capable of working energetically as members of a specialist team engaged in teaching General and Communication Studies to Craft, TEC and BEC students and Social and Life Skills to young persons participating in M.S.C. courses.

Further details and application forms may be obtained from the Head of Faculty, Croydon College, Fairfield, Croydon, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement.

TAYSIDE REGIONAL COUNCIL FURTHER EDUCATION ANGUS TECHNICAL COLLEGE Kettle Road, Arbroath Tel: Arbroath 72058

LECTURER 'B' IN ENGINEERING SUBJECTS

(Salary scale - £7,314-£9,618)

The work of this post involves lecturing and giving practical instruction to students following SCOTEC and City and Guilds courses.

Applicants should hold an HNC/HND qualification and preferably a City and Guilds full technological certificate. Appropriate industrial experience, including an apprenticeship is essential, and previous teaching experience is desirable.

Application forms and further details may be obtained from the Principal at the above address to whom completed applications should be returned by Friday, 8 April 1983.

CROYDON COLLEGE FAIRFIELD, CROYDON, CR9 1DX TEL: 01-888 9271-6

Applications are invited from suitably qualified and experienced persons for the following posts. Duties to commence on 1st September 1983.

FACULTY OF SCIENCE ARTS & FOOD TECHNOLOGY ONE LECTURER I AND ONE LECTURER II TO TEACH TRANSITIONAL EDUCATION (SPECIAL EDUCATIONAL NEEDS)

The lecturers will work in a small team under the direction of the Course Co-ordinator. Initially the full-time courses will accommodate students with learning disabilities, (including ESN (MI)). Subsequently we intend to introduce courses for a much wider range of students. It is expected that the successful applicants, particularly the Lecturer II, will have considerable experience in Special Education.

Salaries for these posts are in accordance with the current Burnham Further Education Award and are at present:

Lecturer I £8,365 - £10,272
Lecturer II £6,855 - £11,022
(Plus the London Area Allowance of £910)

Further details and application forms may be obtained from the Vice-Principal, Croydon College, Fairfield, Croydon, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement.

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Bexley London Borough ERITH COLLEGE OF TECHNOLOGY Belvedere, Kent, DA17 8JA Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.L.M., F.R.I.M.

Applications are invited for the following post, to take effect on 1st September, 1983:

SENIOR LECTURER IN OFFICE STUDIES

Required to take responsibility for office equipment throughout the Department of Professional and Business Studies, including word processing and reprography, leadership of the staff teaching in this field and some shared responsibility for secretarial and related courses. Applicants should be suitably qualified in secretarial and/or allied subjects, hold a teaching qualification and have substantial teaching, commercial and administrative experience.

BURNHAM SALARY SCALE (including London Allowance)
SENIOR LECTURER: £10,788-£12,579 (Bar) - £13,431

Application forms and further particulars from Senior Administrative Officer, College of Technology, Tower Road, Belvedere, Kent, (ER17 4225) (Quoted reference of post, to whom they should be returned within two weeks of the appearance of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

Nene College Northampton

LECTURER II IN HUMAN BIOLOGY

A well qualified person is required for September, 1983 to teach mainly B.A., B.Sc., Combined Studies and BEC programmes.

The appointment will be a temporary, one year post.

The main components of the course are Human Genetics, Evolution and the Biological Basis of Human Behaviour. Contributions in some or all of these areas are expected.

Further particulars and an application form may be obtained from: David R. George Esq., Dean, School of Science, Nene College, Moulton Park, Northampton NN2 7AL.

COLLEGES OF FURTHER EDUCATION continued

HERFORD AND WORCESTER COUNTY COUNCIL WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF MATHEMATICS LECTURER GRADE I IN COMPUTING

Applicants are invited for the above post which involves teaching and giving practical instruction to students following SCOTEC and City and Guilds courses.

Applicants must possess a degree or a professional qualification in Mathematics, and have a minimum of 5 years experience in the field.

Further details and application forms may be obtained from the Principal, Worcester Technical College, Worcester, to whom completed application forms should be returned by Friday, 8 April 1983.

OXFORDSHIRE WEST OXFORDSHIRE TECHNICAL COLLEGE Halloway Road, Witney OX5 1TE DEPARTMENT OF TECHNICAL AND GENERAL STUDIES

Applications are invited for the following posts: Lecturer Grade 1 for one year, Lecturer Grade 2 for one year, and Lecturer Grade 3 for one year.

Applicants should be graduates in an appropriate discipline, and have a minimum of 5 years experience in the field.

Further details and application forms may be obtained from the Principal, West Oxfordshire Technical College, Halloway Road, Witney, to whom completed application forms should be returned by Friday, 8 April 1983.

STAFFORDSHIRE EDUCATION COMMITTEE NEWCASTLE COLLEGE EDUCATION AND TECHNOLOGY

Applications are invited for the following posts: Lecturer Grade 1 for one year, Lecturer Grade 2 for one year, and Lecturer Grade 3 for one year.

Applicants should be graduates in an appropriate discipline, and have a minimum of 5 years experience in the field.

Further details and application forms may be obtained from the Principal, Newcastle College, Newcastle, to whom completed application forms should be returned by Friday, 8 April 1983.

LEICESTERSHIRE HUNLEY COLLEGE OF FURTHER EDUCATION London Road, Hinckley LEICESTER LE10 1HG

Applications are invited for the following posts: Lecturer Grade 1 for one year, Lecturer Grade 2 for one year, and Lecturer Grade 3 for one year.

Applicants should be graduates in an appropriate discipline, and have a minimum of 5 years experience in the field.

Further details and application forms may be obtained from the Principal, Hunley College, London Road, Hinckley, to whom completed application forms should be returned by Friday, 8 April 1983.

LEICESTERSHIRE SOUTH FIELDS COLLEGE OF FURTHER EDUCATION Aston Road, Leicester LE5 7JW

Applications are invited for the following posts: Lecturer Grade 1 for one year, Lecturer Grade 2 for one year, and Lecturer Grade 3 for one year.

Applicants should be graduates in an appropriate discipline, and have a minimum of 5 years experience in the field.

Further details and application forms may be obtained from the Principal, South Fields College, Aston Road, Leicester, to whom completed application forms should be returned by Friday, 8 April 1983.

LEICESTERSHIRE SOUTH FIELDS COLLEGE OF FURTHER EDUCATION Aston Road, Leicester LE5 7JW

Applications are invited for the following posts: Lecturer Grade 1 for one year, Lecturer Grade 2 for one year, and Lecturer Grade 3 for one year.

Applicants should be graduates in an appropriate discipline, and have a minimum of 5 years experience in the field.

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SOMERSET SOMERSET COLLEGE OF ARTS AND TECHNOLOGY Taunton

DEPARTMENT OF BUSINESS STUDIES

Applications are invited for the following posts: Lecturer Grade 1 for one year, Lecturer Grade 2 for one year, and Lecturer Grade 3 for one year.

Applicants should be graduates in an appropriate discipline, and have a minimum of 5 years experience in the field.

Further details and application forms may be obtained from the Principal, Somerset College of Arts and Technology, Taunton, to whom completed application forms should be returned by Friday, 8 April 1983.

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Applications are invited for the following posts: Lecturer Grade 1 for one year, Lecturer Grade 2 for one year, and Lecturer Grade 3 for one year.

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WALTHAM FOREST DEPARTMENT OF GENERAL EDUCATION LECTURER I Required as soon as possible to teach on Teaching English as a Second Language and an E.S.L. Coun- selling course.

Applications for part-time
lectureship will be accepted
from 1st September 1983. The
salary scale is £6,970 to
£9,970 per annum inclusive
of pension.

Applicants should be graduates in an appropriate discipline, and have a minimum of 5 years experience in the field.

Further details and application forms may be obtained from the Principal, Waltham Forest College, Waltham Forest, to whom completed application forms should be returned by Friday, 8 April 1983.

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JUNIOR ENGLISH SCHOOL
Home
such a qualified and experienced
mical staff for age groups 1
starting September 1981.
English Available: Math-
ematics, science, prof. with co-
puter science and/or bio-
physics.
English-History-Geography-
French Teacher Prof. W.
Lutz, 1981.
Please send
a recent photo and names of
three referees to the He-
ctor, The Junior English
Schools, Via Erode Attia
10, 50139, Arezzo, Italy.
Info: 0573/271111

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Very good allowances
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(including
cases) are

Teach in the Third World

Your experience can help people in a developing country to gain access to vital medical, technical and commercial information available as well as the teaching skills needed for self reliance.

Egypt

English language teachers, male or female, wanted for preparatory schools (equivalent of middle school, . . . some in-service training also involved)

Sri Lanka

Teachers to work in teacher-training colleges, helping to implement new syllabus . . . concentrating on reading, writing and oral skills.

Grande

Teachers to be involved in development of curriculum for adult education at new centre for popular education . . . natural sciences, maths or geography.

Tanzania

Trained teachers of commerce or commerce/ accounts to 'O' Level.

Other posts

Teachers of physical sciences, maths, English and commercial subjects have been requested for secondary school posts in many other countries, including Kenya, Nigeria, Malawi, Sierra Leone and Gambia.

Will you be joining our other volunteers this autumn?

You must be aged between 20 and 65, have no dependants and be willing to spend two years overseas on only minimal salary.

For details send coupon below to Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW. (SAE appreciated)

25 YEARS
WORKING OVERSEAS

VS
O

TEC2/933

City of Manchester

EDUCATION COMMITTEE

District Inspector - 3 posts

Soulbury Main Range equivalent to Burnham Head Teacher Group 10 — £15,249-£16,443 p.a.
Post 1 — Craft, Design and Technology (Ref E11)
Readvertisement — previous applicants will automatically be reconsidered.
Post 2 — Languages (Ref E12)
Post 3 — English (Ref E13)

District Inspectors have oversight of a group of Primary, Secondary and Special Schools in one of the three areas of the City, with city-wide responsibility for their specialism in schools and establishments of continuing education. Required from 1st September, 1983. Closing date 18th April, 1983.

Educational Psychologist (E22)

Qualified Teacher Sc 4 pt 8 — Headteacher Group 7 pt 4 — £11,205-£13,578 p.a.

Required in the School Psychological and Child Guidance Service. Applications are invited from fully qualified Educational Psychologists to join a district team in a large, multi-disciplinary, innovative and wide-ranging service.

Informal enquiries to Mr. A. J. M. Morison, Principal Educational Psychologist, Tel: 061-228 5404. Closing date 15th April, 1983. For all posts removal and associated expenses up to a maximum of £1,000 payable in appropriate cases. Casual car users allowance payable.

The City Council operates a Union Membership agreement under which a new employee is required to become a member of a recognised Union.

Application forms and further details from the Chief Education Officer, Education Offices, Crown Buildings, Manchester M2 3BB. Tel: 061-228 2191, Ext. 7315.

BOLTON METROPOLITAN BOROUGH

MANAGING AGENCY YOUTH TRAINING SCHEME AGENCY MANAGER

£10,563/£11,550

Bolton Metropolitan Borough Authority has assumed responsibility as a Managing Agency for the Youth Training Scheme, for the development, administration and monitoring of an initial 1,000 high quality places. An Agency Manager, who will be accountable to the Director of Education and Arts is required to lead a team of twelve staff. We are looking for someone with commitment, relevant experience and the personal skills required to co-ordinate a range of opportunities for work experience, vocational training and further education for young people in the Borough. A sound administrative background, together with an ability to promote new initiatives and gain the full co-operation of staff within a range of agencies including the MSC, industry, trade unions and further education, will be essential.

Application forms and further details, which are available from the Personnel Officer, Town Hall, Bolton, BL1 1RU (Tel: 22311, Ext. 587 and 6105) should be returned by 31st March, 1983. Trade Union Membership is a condition of service. Registered Disabled Persons are invited to apply.

An Equal Opportunity Employer

County of Cleveland



EDUCATION DEPARTMENT

Professional Assistant £8,325-£9,789

Applicants for this post must be holders of a British University and must have teaching experience. Posts of Professional Assistant in the Cleveland Authority are essentially training posts and are suitable for people wishing to enter educational administration. The successful applicant will be allocated to any area of work in any division of the Department from time to time, as directed and will be concerned with administrative matters arising in Primary, Special, Secondary, Further Education or Buildings and Sites.

Deputy Warden £5,943-£6,619

Required at Grange Town Boys' Club.

Applications are invited from suitably qualified and experienced persons for the above post in a well established club, east of Middlesbrough.

The club does offer some facilities for girls and the post offered may appeal to newly qualified men and women holding their first full time appointment in the service although experienced applicants may find the post attractive and challenging.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing arrangements may also be available within the county area.

Application forms and further details are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 2BN, to whom completed forms should be returned by 8th April, 1983.

We are an equal opportunity employer.



LOSEHILL HALL

PEAK NATIONAL PARK YOUTH AND SCHOOLS LIAISON OFFICER

SO1 (£8,658 - £9,231)

Involves liaison with LEAs, teachers, schools and young people in and around the National Park. Teaching experience and enthusiasm for environmental education and conservation essential.

Application form and further details (SAE please) from: Peter Townsend, Principal, Peak National Park Study Centre, Losehill Hall, Castleton, Derbyshire S30 2VB.



HAMPSHIRE

Education Authority

Adviser for Primary Education

(Re-advertisement)

Soulbury Head Teacher Group 7

Required to be a member of a County team of Primary Advisers and to be based in the North of the County. Previous applicants will be reconsidered.

Application form and further particulars quoting post number CE.03.089 available from Educational Personnel Unit, The Castle, Winchester, SO23 8UG. (Please enclose an S.A.E.) Telephone Winchester 54411, Extension 455. Returnable by 8th April, 1983.

BUCKINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

SENIOR SUPPORT TEACHERS

Applications are invited for four new posts of Senior Support Teacher, one in each administrative Area of the County (Aylesbury Vale, based in Aylesbury; Beaconsfield/Chiltern, based in Amersham; Milton Keynes and Wycombe). The salary will be the equivalent of Headteacher Group 5 (£10,914 to £12,072 per annum), plus an Essential Car User allowance. The posts will be available from 1 September 1983.

These challenging posts offer an exciting opportunity to teachers with appropriate wide and successful experience. They will provide professional advice and support as part of the services for children with special educational needs and assist the Authority in meeting its statutory obligations, especially those arising from the Education Act 1981. Assistance with removal expenses is given in approved cases.

Application forms and further particulars (SAE please) from Chief Education Officer (S2), County Hall, Aylesbury, Bucks. HP20 1UZ.

Closing date: 8 April, 1983.

Department of Education and Science

H.M. Inspectors of Schools Nursery, Primary and Middle Schools

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as H.M. Inspectors of Schools in the education of pupils aged 3 to 16. H.M. Inspectors provide professional advice to the Department of Education and Science; the work includes inspecting and advising schools, contributing to the in-service training of teachers and consulting with local education authorities.

Candidates should have appropriate teaching experience and knowledge of current thinking and practice relating to the curriculum and organisation of nursery, primary and/or middle schools. They should indicate whether they have a particular interest in an age range or an aspect of the school curriculum. Starting salary is within the range £13,480-£19,930 (up to £1,220 higher in London). Promotion prospects.

Application forms (to be returned by 29th April, 1983) and further information may be obtained from Mr. E. D. Foster, Department of Education and Science, Room 1817, Elizabeth House, 30 York Road, London SE1 7PH. Tel: 01-928 9222, Ext. 2786 or 2627. Please quote 285.

COUNTY EDUCATION DEPARTMENT

SENIOR ADMINISTRATIVE OFFICER (PLANNING AND DEVELOPMENT) PO 1(2) - £9,789 to £10,860

This is the Senior administrative post in the Planning and Development Section and the postholder is responsible to the Principal Assistant Education Officer (Planning and Development) for co-ordinating the work of the section. Candidates should have previous experience at an appropriate level and preferably hold the ICMA, DMA, HNC or an equivalent qualification. Previous experience of LEA sites and buildings work will be an advantage. Removal expenses will be paid in approved cases.

Application forms returnable by 8th April, 1983 and further details from County Education Officer (MD), County Hall, Dorchester, DT1 1XJ. Tel: Dorchester 63131 Ext. 4171. (Please quote post number C0504X).



CROYDON CAREERS AND TRAINING SERVICE

CAREERS OFFICER (EMPLOYMENT AND TRAINING SERVICES)

Letters of application are invited from qualified Careers Officers including those recently completing courses with a Diploma in Careers Guidance for the post of Careers Officer. The salary grade is AP4 £7,470-£8,142 including London Weighting. An essential car users allowance payable.

His or her duties will include work in schools and colleges outlining new training and employment opportunities.

CROYDON

Further information may be obtained informally by telephone from Cliff Webber, Principal Careers and Training Officer, telephone No. 01-688 4435. Written applications should include the name and address of two referees and be addressed to Director of Education (PP0) Taberner House, Park Lane, Croydon, Surrey CR9 1TP.

Closing date will be one week from the appearance of this advertisement.



WIRRAL

AN EQUAL OPPORTUNITY EMPLOYER

INSPECTOR OF SCHOOLS £13,293-£14,469

Applications from candidates with Head Teacher experience to join a team of 12 Inspectors. He/she will be expected to make a contribution to all aspects of Primary Education and, in particular, Primary School Management.

Application forms and further details from Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside (051-647 7000 Ext. 365) returnable by 8th April, 1983.

Advisory Teacher - Modern Languages

Applications are invited for the post of Advisory Teacher - Modern Languages with effect from 1 September 1983. Advisory teachers work in schools with pupils and their teachers as part of the Authority's in-service training programme. They also assist on in-service training courses. Applicants should have fluent French in all registers and successful teaching experience in primary schools and preferably secondary schools with experience of teaching adults. Ability to offer German would be an advantage. The post will be either a permanent appointment on Burnham Scale III or, in the case of Buckinghamshire teachers, by Scale III or, in the case of Buckinghamshire teachers, by secondment from their present post for an initial period of two years.

Further particulars and application forms may be obtained from the Chief Education Officer (Reference S40), County Hall, Aylesbury HP20 1UZ, on receipt of a S.A.E. Completed forms should be returned within 17 days of the appearance of this advertisement.

Senior Chief Inspector £30,250

As Head of Her Majesty's Inspectorate in England, the person appointed will be responsible for its direction and effective operation, and will be the senior educational adviser at the Department of Education and Science.

A good degree or teaching qualification is essential, as is substantial experience and a record of success in one or more major aspects of education. Candidates should preferably have experience of inspecting or of making use of the results of inspections.

For full details and an application form (to be returned by 22 April 1983) write to the Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: C/5948/4.

Department of Education and Science

FURTHER EDUCATION UNIT

The FEU, which is an advisory, intelligence and development body for further education, requires from September 1983:

5 DEVELOPMENT OFFICERS

to assume responsibility for work in one or more of the following major areas of the Unit's work —

Vocational Preparation/VTS;
Adult Education/PICKUP;
Special Needs/Caring;
New Technology and
Multicultural Education.

Applicants must have worked in further education and/or training and must have experience of curriculum development, organisation and/or evaluation. An ability to work as an FEU team member, with FEU training staff at all levels in a variety of institutions and to write reports is also necessary. Teaching experience in further education is essential. The Development Officers will be based in London, but some travel will be involved.

Salary range £13,132-£17,168 (including £1,220 per annum London Weighting).

The appointments will be for a period of three years with a possible extension of not more than a further two years. Secondment from present posts is preferred but other arrangements are possible.

Application forms and further information are available from The Civil Service, FEU, Elizabeth House, York Road, London SE1 7PH (telephone 01-928 9222 ext 2410/2466).

Closing date for receipt of completed application forms is 15 April 1983.



Tameside Metropolitan Borough

(AN EQUAL OPPORTUNITY EMPLOYER)

Education Department

GENERAL ADVISER (PRIMARY)

£14,316 - £15,510 p.a.

Required as part of the improved resourcing of primary education which will include, from September 1983, additional capitalisation and teaching and non-teaching staff.

An expertise in mathematics/science or MICROS would be an advantage.

Application forms and further details from Chief Personnel Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Greater Manchester OL6 6DL to be returned by 8th April, 1983.

ADMINISTRATION LEA continued

BARNET LONDON BOROUGH OF BARNET EDUCATION DEPARTMENT GENERAL ADVISER FOR ART, DESIGN AND TECHNOLOGY

SALARY: £14,931 - £16,143 inclusive (Boulbury Scale)

To join a team of 12 Advisers, all with specialist and general responsibilities. Varied and wide teaching experience in primary and secondary schools desirable and a keen interest in all aspects of the teaching of Craft, Design, Technical Studies and Art necessary.

Application forms and further particulars from Director of Education, Barnet Education Service, Town Hall, Pinner, Middlesex UB9 5JL. Tel: 01-863 1353 Ext. 523. Staff on 15/3/83.

Closing date: 18th April, 1983. We welcome applications from registered disabled people. Tel: 01-863 48000.

WEST SUSSEX COUNTY COUNCIL CAREERS SERVICE

A vacancy exists for a qualified Careers Officer to join an enthusiastic team. Scope will be given for involvement in the full range of vocational guidance duties. The use of group work by Careers Officers, some of whom are alternative to individual interviews, is being developed in some schools in the area.

Salary within Scale AP34 - £5,915 - £7,345. Officers will be expected to complete their probationary year prior to the first point of AP34.

Applicants should have a minimum of two years' experience in a relevant post and hold housing assistance towards removal and removal expenses in approved cases.

Closing date: 14th April 1983.

For further details and application forms, please contact the S. Daley County Careers Officer, County Hall, Brighton BN1 1RF. Tel: 01-275 13511.

ilea Inner London Education Authority

Inspector for Equal Opportunities (District Rank)

Salary Range: £17,184-£18,624

plus £1284 London Weighting Allowance

Applicants should have substantial teaching experience and have occupied a post involving leadership of a team. The successful candidate, who will work directly to the Chief Inspector (Schools) and the Chief Inspector (FHCE), will monitor the progress of the Authority's equal opportunities policy for girls and boys, women and men, in schools, colleges and other educational institutions; advise teaching staff on ways of developing good practice; review the needs for in-service training of teaching staff and initiate and support appropriate developments. In doing so, the successful candidate will work in close association with other members of the Inspectorate with general and subject responsibilities.

Inspector for Mother Tongue (Bilingual Education)

Salary Range: £13,812 - £15,492

(plus £1,284 London Weighting Allowance)

The Authority is implementing a policy of support for the bilingualism or potential bilingualism of a substantial proportion of its pupils and students. The person appointed to this post will possess an exceptional combination of qualities, including commitment to the principle of bilingualism, experience of mother — and foreign tongue learning and teaching, English (EMT, E2L and EFL) initial literacy development and work in inner city multi-ethnic communities. A blend of theoretical and practical experience is needed, particularly to develop the ethnic community languages. First hand knowledge of one or more of the principal community languages spoken in London is extremely important.

The person appointed will work to the Staff Inspector for Modern Languages and will co-operate with the Multi-Ethnic education team.

Application forms and further details of both posts are obtainable from the Education Officer (EO/ESTAB 1B), Room 365/6, The County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope). Completed application forms to be returned not later than 5th April. Please specify for which post you are applying. ILEA is an equal opportunities employer.

DURHAM COUNTY COUNCIL

ADVISER FOR MODERN LANGUAGES FRENCH

Applications are invited from well qualified graduates with good experience of teaching modern languages in secondary schools.

Salary Scale: Soulbury — Head Teacher Group 8.

Further particulars and application forms can be obtained from the Director of Education, Schools Section, County Hall, Durham, on receipt of a foolscap stamped addressed envelope.

Closing date for receipt of applications — 11th April, 1983.

EDUCATION DEPARTMENT

GENERAL INSPECTOR

£14,316-£15,510 + £615 L.W.

In addition to general duties of inspection and oversight of schools, the person appointed will have specialist duties in Craft, Design and Technology and other areas of the curriculum in which he or she has qualifications and experience.

Application forms and further details from: Mrs. H. Robertson, Education Department, The Grove, Carshalton, Surrey. Tel. No. 661 5749. Closing date 11th April, 1983.

LONDON BOROUGH OF SUTTON

ADMINISTRATION LEA
continued

STOCKPORT

EDUCATION OFFICER
Further details from the Director of Education, Stockport, 061 274 1111 to 1112 (Ref: 253).
The Education Officer is responsible for the management of the Stockport Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

Administration
GeneralCOVENTRY
NATIONAL ELFRIDA
RATHBONE SOCIETY
DEVELOPMENT OFFICER

(Funded for 3 years under Inner Area Programme)
The National Elfrida Rathbone Society is a voluntary organisation which aims to provide a range of educational and social services for the inner area of Coventry. The Development Officer is responsible for the management of the society's resources, the development of the society's policies, and the management of the society's staff. The post holder will also be responsible for the management of the society's financial resources, the development of the society's policies, and the management of the society's staff.

Education
PsychologistsCROYDON
BOROUGH OF CROYDON
School Psychological Service

EDUCATIONAL PSYCHOLOGIST
(OT) Scale 3 & 4 to 5 (Ref: 253).
The Educational Psychologist is responsible for the management of the school psychological service. The post holder will be responsible for the management of the service's resources, the development of the service's policies, and the management of the service's staff. The post holder will also be responsible for the management of the service's financial resources, the development of the service's policies, and the management of the service's staff.

HUMBERSIDE EDUCATION
DEPARTMENTGENERAL
ADVISER
NURSERY/PRIMARY
EDUCATION

Salary £15,249-£16,443
Soulbury Head Teachers Group 10
Required in the County's restructured Advisory Team. The person appointed will act as general adviser for the educational institutions in a particular area and as the specialist in nursery and primary education for the Souththorpe Division of the County.
Further details and application forms are available from the Director of Education, County Hall, Beverley. Tel: (0482) 887131 Ext. 3413.
Closing date: 19th April, 1983.
Full and fair consideration will be given to all disabled applicants.

BARKING AND
DAGENHAM

EDUCATION OFFICER
Further details from the Director of Education, Barking and Dagenham, 0181 691 1111 to 1112 (Ref: 253).
The Education Officer is responsible for the management of the Barking and Dagenham Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

Child Care

LONDON SW16
Nursery/Primary Education
Further details from the Director of Education, London SW16, 0181 871 1111 to 1112 (Ref: 253).
The Nursery/Primary Education Officer is responsible for the management of the nursery and primary education services. The post holder will be responsible for the management of the services' resources, the development of the services' policies, and the management of the services' staff. The post holder will also be responsible for the management of the services' financial resources, the development of the services' policies, and the management of the services' staff.

Examiners

THE ASSOCIATED
EXAMINING BOARD

The Board invites applications for the following examinations:
MODERATOR FOR PHYSICS AT ORDINARY LEVEL
MODERATOR FOR PHYSICS AT ADVANCED LEVEL
MODERATOR FOR PHYSICS AT HONOURS LEVEL
Further information and application forms are available from the Secretary, The Associated Examining Board, 1, The Quadrant, London WC1R 4EJ. Tel: (01-253) 1111.

Miscellaneous

BEDFORDSHIRE

EDUCATION OFFICER
Further details from the Director of Education, Bedfordshire, 0456 221111 to 1112 (Ref: 253).
The Education Officer is responsible for the management of the Bedfordshire Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

BIRMINGHAM

DIRECTOR OF BIRMINGHAM
Further details from the Director of Education, Birmingham, 021 625 1111 to 1112 (Ref: 253).
The Director of Birmingham is responsible for the management of the Birmingham Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

CALDERDALE

METROPOLITAN BOROUGH
Further details from the Director of Education, Calderdale, 01274 221111 to 1112 (Ref: 253).
The Metropolitan Borough is responsible for the management of the Calderdale Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

INGLEDENE, RICHMOND ROAD
BOWDON, CHESHIRESENIOR PROJECT WORKER
(Education)

Non-resident
£5,973-£10,071
(subject to career grade assessment)
Starting salary negotiable
This new project will be a residential resource for the care of about 12 severely emotionally damaged boys and girls, run in close partnership with Trafford SSB. In addition to a range of therapeutic interventions, there will be a need to provide education for some of the children. We are seeking a qualified teacher able to devise and implement imaginative teaching programmes in co-operation with workers from other disciplines. Essential qualities are an innovative approach to the educational needs of emotionally damaged children, and ability to function successfully within a multi-disciplinary team. Conditions of service broadly in line with N.C.
The Society is a Christian organisation which seeks in staff a readiness to grow in Christian faith and life.
Informal enquiries to Project Leader, Roger Woodcock on 061-228 2917.
Further information and application/job description from: Regional Office, Church of England Teachers' Society, The Bungalow, Inglede, Richmond Road, Bowdon, Cheshire, WA14 2TX. Tel: 061-228 9120.

The Children's Society.

LANCASTER

COUNCIL

EDUCATION OFFICER
Further details from the Director of Education, Lancaster, 0538 221111 to 1112 (Ref: 253).
The Education Officer is responsible for the management of the Lancaster Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

WEST SUSSEX

CARE OF MENTALLY HANDICAPPED
Further details from the Director of Education, West Sussex, 01293 221111 to 1112 (Ref: 253).
The Care of Mentally Handicapped is responsible for the management of the West Sussex Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

CALDERDALE

METROPOLITAN BOROUGH
Further details from the Director of Education, Calderdale, 01274 221111 to 1112 (Ref: 253).
The Metropolitan Borough is responsible for the management of the Calderdale Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

INGLEDENE, RICHMOND ROAD

BOWDON, CHESHIRE

SENIOR PROJECT WORKER
(Education)

Non-resident
£5,973-£10,071
(subject to career grade assessment)
Starting salary negotiable
This new project will be a residential resource for the care of about 12 severely emotionally damaged boys and girls, run in close partnership with Trafford SSB. In addition to a range of therapeutic interventions, there will be a need to provide education for some of the children. We are seeking a qualified teacher able to devise and implement imaginative teaching programmes in co-operation with workers from other disciplines. Essential qualities are an innovative approach to the educational needs of emotionally damaged children, and ability to function successfully within a multi-disciplinary team. Conditions of service broadly in line with N.C.
The Society is a Christian organisation which seeks in staff a readiness to grow in Christian faith and life.
Informal enquiries to Project Leader, Roger Woodcock on 061-228 2917.
Further information and application/job description from: Regional Office, Church of England Teachers' Society, The Bungalow, Inglede, Richmond Road, Bowdon, Cheshire, WA14 2TX. Tel: 061-228 9120.

The Children's Society.

Leisure Services Department
PLAYCENTRE WARDEN

£5,703-£8,156 inclusive
The Play Centres are under the auspices of the Leisure Services Department and are part of the Council's recreational facilities.
The postholder will be responsible for the provision and maintenance of recreational activities at the Play Centre, be responsible for higher staff and encouraging children in various aspects of play. It will be essential for the postholder to liaise with other agencies and individuals.
Applicants must be physically fit, be able to keep abreast of the continually changing needs of children's play. Preference will be given to candidates who have experience in handling children (5-16 years old).
A flexible scheme is in operation. Housing may be available, full removal expenses paid, travelling expenses, lodging allowance, legal and relocation expenses available in appropriate cases. Sports and Social facilities.
Application forms and job descriptions are available from the Chief Personnel Officer, Harlow District Council, 17 Adams House, The High, Harlow, Essex CM20 1BZ. Telephone: Harlow 448017.
Completed applications must be returned by 11th April, 1983.

HARLOW

Harlow is an equal opportunity employer and welcomes applications of both sexes irrespective of age, race, nationality, marital status or disability.

Education
School Psychological Service
Peripatetic
Remedial Teachers
(Nine Posts)

Experienced and qualified remedial teachers are invited to apply for the following posts:
Ashfield District based at Kirby one post
Basslethorpe District based at Worsop one post
Broxtown District based at Chilwell one post
Gedling District based at Gedling House one post
Mansfield District based at Mansfield one post
Newark District based at Newark one post
Nottingham District based at Hellewell House one post
Rushcliffe District based at Hellewell House one post
The successful candidate will be required to help with individual and groups of children experiencing learning problems including children with specific reading/spelling difficulties. The teachers will be members of the School Psychological Service, and will work under the general supervision of the Senior Educational Psychologist.
The salary will be in accordance with Scale 2 of the current Burnham Report and casual or travel allowances may be payable.
Application forms and further details (s.a.s.) from the Director of Education (Ref. 328) County Hall, West Bridgford, Nottingham.
Closing date: 16th April 1983.

Nottinghamshire
County Council

County Hall West Bridgford
Nottingham NG2 7QR

BUCKINGHAMSHIRE EDUCATION
DEPARTMENTEDUCATIONAL
PSYCHOLOGISTS
(Aylesbury Vale and
Chiltern Areas)

Salary Scale: £8,052-£13,578 pa
Applicants for these two new posts must have a honours degree in Psychology or equivalent, a teaching qualification, a minimum of two years teaching experience and to have successfully completed a recognised postgraduate training course in Educational Psychology.
Application forms and further details are available from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of s.a.s. Informal enquiries are welcomed by Neil Lygo-Baker, Principal Educational Psychologist (Aylesbury 5000), or by Janet Spicer, Aylesbury Vale Area (Aylesbury 89811) or Peter Norman (Slough 88811).

LONDON BOROUGH OF HAVERING
Education Department

Educational Psychologist
Salary £8,052 to £13,578 plus L.W. £549
Applicants required to undertake the full range of School Psychological Service work to be a member of a team of seven Psychologists working within the Education Service and closely linked with the Advisory Team.
Applicants should be qualified, experienced Teachers, who have a good honours degree in psychology and a recognised postgraduate training in educational psychology.
Application forms (returnable within 14 days of appearance of advertisement) are available from the Director of Educational Services, Mercury House, Romford RM1 3DR (Ref. AJP/P). (S.a.s. please.)

MISCELLANEOUS

continued

HOME TUTORING

science, primary etc. required. Further details from the Director of Education, Harlow, 01825 221111 to 1112 (Ref: 253).
The Home Tutoring is responsible for the management of the Harlow Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

TEACHING VACANCIES

Further details from the Director of Education, Harlow, 01825 221111 to 1112 (Ref: 253).
The Teaching Vacancies is responsible for the management of the Harlow Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

Outdoor Education

CORNWALL
Further details from the Director of Education, Cornwall, 01909 221111 to 1112 (Ref: 253).
The Cornwall is responsible for the management of the Cornwall Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

DEVON

LODGE OUTDOOR
Further details from the Director of Education, Devon, 01392 221111 to 1112 (Ref: 253).
The Devon is responsible for the management of the Devon Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

DYFED

TRAP ACTIVITY CENTRE
Further details from the Director of Education, Dyfed, 01493 221111 to 1112 (Ref: 253).
The Dyfed is responsible for the management of the Dyfed Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

PLAN YOURSELF A BUSY
SUMMER

We are looking for a number of experienced teachers to plan and deliver a range of activities for children during the summer holidays. The successful candidate will be responsible for the management of the activities' resources, the development of the activities' policies, and the management of the activities' staff. The post holder will also be responsible for the management of the activities' financial resources, the development of the activities' policies, and the management of the activities' staff.

HIGH ADVENTURE

Further details from the Director of Education, High Adventure, 01234 221111 to 1112 (Ref: 253).
The High Adventure is responsible for the management of the High Adventure Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

SUMMER SCHOOLS

SPORTS & OUTDOOR ACTIVITIES
Further details from the Director of Education, Summer Schools, 01234 221111 to 1112 (Ref: 253).
The Summer Schools is responsible for the management of the Summer Schools Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

TEMPORARY MANAGERS

Further details from the Director of Education, Temporary Managers, 01234 221111 to 1112 (Ref: 253).
The Temporary Managers is responsible for the management of the Temporary Managers Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

RESIDENTIAL COURSES

Further details from the Director of Education, Residential Courses, 01234 221111 to 1112 (Ref: 253).
The Residential Courses is responsible for the management of the Residential Courses Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

CORNELYN MANOR

Further details from the Director of Education, Cornelyn Manor, 01234 221111 to 1112 (Ref: 253).
The Cornelyn Manor is responsible for the management of the Cornelyn Manor Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

COURTIERS/GROUP

Further details from the Director of Education, Courtiers/Group, 01234 221111 to 1112 (Ref: 253).
The Courtiers/Group is responsible for the management of the Courtiers/Group Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

TOURS TO FRANCE

Further details from the Director of Education, Tours to France, 01234 221111 to 1112 (Ref: 253).
The Tours to France is responsible for the management of the Tours to France Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

HOLLAND

Further details from the Director of Education, Holland, 01234 221111 to 1112 (Ref: 253).
The Holland is responsible for the management of the Holland Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

English as a
Foreign Language

Further details from the Director of Education, English as a Foreign Language, 01234 221111 to 1112 (Ref: 253).
The English as a Foreign Language is responsible for the management of the English as a Foreign Language Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

WIGAN

Further details from the Director of Education, Wigan, 01925 221111 to 1112 (Ref: 253).
The Wigan is responsible for the management of the Wigan Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

Metropolitan Borough

COURTLANDS FIELD
STUDYING OUTDOOR
PURSUIT CENTRE

Further details from the Director of Education, Courtlands Field, 01234 221111 to 1112 (Ref: 253).
The Courtlands Field is responsible for the management of the Courtlands Field Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

MINERAL OUTDOOR VEN-

Further details from the Director of Education, Mineral Outdoor Ven, 01234 221111 to 1112 (Ref: 253).
The Mineral Outdoor Ven is responsible for the management of the Mineral Outdoor Ven Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

BEDFORDSHIRE

Further details from the Director of Education, Bedfordshire, 0456 221111 to 1112 (Ref: 253).
The Bedfordshire is responsible for the management of the Bedfordshire Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

KENT

Further details from the Director of Education, Kent, 01893 221111 to 1112 (Ref: 253).
The Kent is responsible for the management of the Kent Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

SOUTH TYNSIDE

Further details from the Director of Education, South Tyneside, 0191 221111 to 1112 (Ref: 253).
The South Tyneside is responsible for the management of the South Tyneside Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

LONDON

Further details from the Director of Education, London, 0181 221111 to 1112 (Ref: 253).
The London is responsible for the management of the London Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

NOTTINGHAMSHIRE
COUNTY COUNCIL

Further details from the Director of Education, Nottinghamshire, 0151 221111 to 1112 (Ref: 253).
The Nottinghamshire is responsible for the management of the Nottinghamshire Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

V.P.P.V.P.

Further details from the Director of Education, V.P.P.V.P., 01234 221111 to 1112 (Ref: 253).
The V.P.P.V.P. is responsible for the management of the V.P.P.V.P. Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

OXFORD

Further details from the Director of Education, Oxford, 01865 221111 to 1112 (Ref: 253).
The Oxford is responsible for the management of the Oxford Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

SUMMER SCHOOLS

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CORNELYN MANOR

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HOLLAND

Further details from the Director of Education, Holland, 01234 221111 to 1112 (Ref: 253).
The Holland is responsible for the management of the Holland Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

English as a
Foreign Language

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WIGAN

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The Wigan is responsible for the management of the Wigan Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

Metropolitan Borough

Further details from the Director of Education, Metropolitan Borough, 01925 221111 to 1112 (Ref: 253).
The Metropolitan Borough is responsible for the management of the Metropolitan Borough Education Authority. The post holder will be responsible for the management of the authority's resources, the development of the authority's policies, and the management of the authority's staff. The post holder will also be responsible for the management of the authority's financial resources, the development of the authority's policies, and the management of the authority's staff.

